

Break

Doughty champion

The Equal Opportunities Commission are gradually sorting themselves out in Manchester, a process which will doubtless be accelerated by the arrival of Dr Eileen Byrne on January 4 to take up a permanent post in charge of education, training and educational research.

Dr Byrne was deputy chief education officer in Scotland for four years and then, after local government reorganization, was appointed senior education officer for Lincolnshire, doing full time research. The fruits of those years, a book called *Women and Education*, is due to be published by Tavistock on April 30.

Since 1971 Dr Byrne has to some extent abandoned the traditional "objectivity" of the civil servant and has been working in her spare time on the anti-discrimination legislation. Early Bills did not even include education and once it was included long hard-fought battles had to be fought before training was added to it.

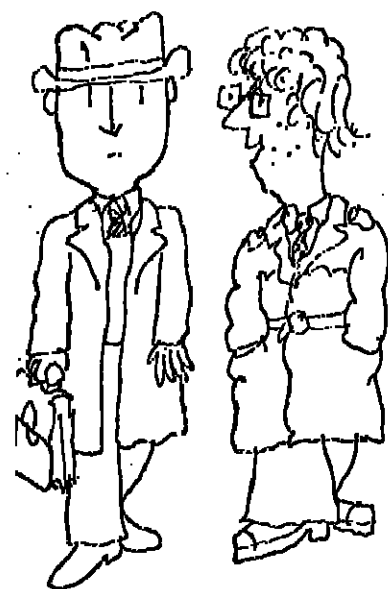
An English country garden

One-day in September, 1961, a professor of mathematics met three public schoolmasters in a garden at Winchester. Such was the unlikely setting for the beginnings of a revolution in mathematics teaching in this country, for out of that meeting the Southampton (later School) Mathematics Project was born.

Written mainly by working teachers, constantly revised and always alive to new ideas (significantly, the later versions have a simpler vocabulary), it is the most successful secondary modern mathematics project so far devised. An estimated six out of 10 schools in England and Wales use it and translations are distributed all over the world.

Bryan Thwaites, the Southampton professor of 1961 and prime mover in the development of SMP, has retired as their director. Their success is clearly largely due to him: he is variously described as "a born entrepreneur" and a mathematical fisherman, able to attract wholehearted support from the right people.

Dr Thwaites, besides being principal of Westfield College, remains chairman of the trustees, who now



After seven months I've finally got a job, sir, finding work for school-leavers.

have a considerable sum to administer. Royalties have built up over the past 15 years to be ploughed back into further projects, the latest of which include a new A level physics course and materials for seven to 13-year-olds. The actual amount has not been disclosed, but SMP has been able to pay more than Westfield College itself.

Dr Thwaites's successor, John Hersee, taught until recently at Clifton College, though, as he is anxious to point out, he was at a grammar school before that. If he is thought to be a work horse for a 'chairman' who continues to hold the reins, SMP may find they have got more than they bargained for.

John Hersee is not likely to sit particularly quietly. He is, for example, starting work this month on a Schools Council N and P project study run by the Mathematical Association and the Chelsea Centre for Science Education—the first feasibility study to go to a subject organization.

Latter day saints

The president of Brigham Young University, Professor Dallin Oaks, has been in London this week in the course of a whirlwind tour of his university's foreign study centres in Europe.

With its main campus at Provo, Utah, this is the largest private university in the United States, with 25,000 students and is owned and generously financed by the Church of the Latter Day Saints, otherwise known as the Mormons. A significant 96 per cent of the enrolment is made up of members of the Mormon church, and the religious commitment extends to every aspect of the university, including rules about behaviour and morals (no alcohol, tobacco, tea, coffee, drugs

or illicit sex), dress and appearance (no beards for men or jeans for girls). The Church of the Latter Day Saints is a fast-growing religious group, founded 140 years ago by Joseph Smith, who added four books of his own writings to the Christian canon of scripture. One of these he claimed to have discovered, engraved on tablets of gold, buried on a mountainside in upstate New York, which he translated with divine assistance.

With this mixture of nineteenth-century American fervour and conservative Christian morals (they eschewed polygamy in 1890) the Mormons have become a vigorous and fast-growing body throughout the United States with active missionary groups in many parts of the world.

Now, as the Brigham Young University celebrates its centenary, it is squaring up for a struggle with the federal government. The university's code of behaviour would lead to the expulsion of an unmarried student who became pregnant. The Department of Health, Education and Welfare, may be about to challenge the payment of federal grants to students at BYU because of a federal law banning sex discrimination about abortions, pregnancies and other aspects of sexual morals.

A good fight with Washington on such an evocative issue couldn't do any harm, and in President Oaks they have a formidable champion. He's a very model of a North American university president—mid-forties, six foot something, built like an athlete, friendly open face, good presence and platform manner. Added to that he's a highly respected local scholar—listed as one of 10 acceptable candidates for the recently vacant Supreme Court judgeship by his legal colleagues.

Damascus road

The name of Emile-Georges Cuisenaire, who died in Belgium on January 1 at the age of 84, has become a commonplace in schools the world over because of the coloured rods used for mathematics which bear his name.

Cuisenaire was a primary school teacher in Thulin, Belgium, a musician and biologist rather than a mathematician. He had already retired from his post as director of education for the town when he was "discovered" in 1953 by Cech Gattegno, the flamboyant educational theorist and anglophilic school head.

Gattegno described in an essay published in 1963 how he met Cuisenaire. He was invited to visit Cuisenaire's school during a trip to Belgium. "... I took the train to Thulin where an elderly gentleman, wearing many decorations, a custom in some European countries, met us at the station. He was George Cuisenaire. ... He was pleased to see us and took us to a school where an ordinary teacher

was teaching ordinary Thulin pupils aged six to nine. The building had been condemned, having been shelled during the Second World War. The classroom was a depressing sight; the furniture must have been at least 50 years old. There was little light, and we wondered why we had been sent there."

However, they then watched the children doing sums with the help of a pile of coloured sticks. "At this sight, all other impressions of the surroundings vanished, to be replaced by growing excitement ..."

During the 1953 visit Gattegno made an agreement with Cuisenaire for the handling of his materials and ideas. This developed in due course into the Cuisenaire companies which have marketed the rods and the ideas, as developed by Gattegno, throughout the world with startling success, fighting off imitators in the process. The success, according to Gattegno, brought Cuisenaire "millions of Belgian francs" in royalties.

Aristides



In the patronising attitude of one intelligentsia to television, as distinct from the cinema or the theatre, the mindless watching of the box by the masses is regularly deplored. They have the wretched thing on, we are told, while they are doing other things. It has just become part of their background, like the paper on the wall. So say our betters.

If, however, they ever read so popular a periodical as *TV Times* they might have been surprised to discover recently that no less a person than Lady Plowden, who is not unknown to readers of this journal, has a video tape recorder for programmes she misses and that she has extra television sets in her dressing room and work-room. "So when I'm changing in the evening I can go out and put on my pyjamas, I can have something running that I want to see", she said.

Of course, Lady Plowden is a special case. As chairman of the Independent Broadcasting Authority she may be faced with too many programmes to give them all her undivided attention. If, however, I were a television producer I think I would hope that my particular one was not among those chosen by the

chairman of the IBA (in this year) to watch while she was out the laundry or powdering her nose.

More seriously, I admit my frankness with which Lady Plowden admitted in *TV Times* that she was not much of a one herself for the vision drama. But the admission, suddenly, for television has surely been one of the most exciting contributions to the arts.

Nor could I go along with wish to see our universities which involve us in the general programmes. She was, I know, particularly of the point then with closed-circuit television. But already we have quite a few academics on the box.

Have we, however, enough demerits? It seems not. The about to open in Buckingham Palace has just had some more. A leading article about it in *Times* compared a letter from the National Academic Council to the Council of the Arts Council, which was not declined to consider validating the university's awards, to the CNA's approval for a CNA degree one course that has so far been submitted.

But at least the latter case one public statement has been made. The new pay deal, which will add an extra £143m to the present salary, was agreed by the Burnham fessor Max Belfoff, founding of the new institution. "The new salary has been agreed", he said, "that the council will be ready to consider any which the college submits."

The council must do as it wishes to offer teachers any increase in their London allowance and their claims will now go to arbitration. The teachers are demanding a 20 per cent increase in the allowance which would mean an increase of £72 for those receiving top weighting, £54 for those in the second tier and £30 for those in the third tier. The claim has been based on the increase in the cost of living and the teachers want it backdated to April 1, 1975, because there was no increase in the London allowance last year.

The employers want to treat the teachers in exactly the same way as the civil servants. They say teachers are already receiving £100,000 more than civil servants in London allowances and cannot, therefore, expect any further increase. In 1974 the Pay Board laid down general guidelines on increases in London allowances. But in their

But what about standards? Cross wondered again if Belfoff had ended up with a very expensive finishing school to obtain Oxfordshire places. "I find that it really does matter how much you are paid," he said.

THE TIMES Educational Supplement

FRIDAY JANUARY 23 1976 NUMBER 3164

£6 a week for all—but no go on London allowance

by Sue Cameron

Teachers are to receive an across-the-board pay rise of £6 a week starting on April 1.

The new pay deal, which will add an extra £143m to the present salary, was agreed by the Burnham fessor Max Belfoff, founding of the new institution. "The new salary has been agreed", he said, "that the council will be ready to consider any which the college submits."

Through the main pay claim was quickly sorted, the management refused to offer teachers any increase in their London allowance and their claims will now go to arbitration. The teachers are demanding a 20 per cent increase in the allowance which would mean an increase of £72 for those receiving top weighting, £54 for those in the second tier and £30 for those in the third tier. The claim has been based on the increase in the cost of living and the teachers want it backdated to April 1, 1975, because there was no increase in the London allowance last year.

The employers want to treat the teachers in exactly the same way as the civil servants. They say teachers are already receiving £100,000 more than civil servants in London allowances and cannot, therefore, expect any further increase. In 1974 the Pay Board laid down general guidelines on increases in London allowances. But in their

last settlements both teachers and civil servants managed to squeeze more out of the agreed kitty than the Pay Board guidelines permitted. Now the management are trying to claw back some of that extra money.

The civil servants who exceeded their kitty by £100,000 less than the teachers were awarded moderate increases in their allowance some weeks ago. Those in the top tier received a rise of £55 and those in the second tier were given a £15 increase. But the employers have decided that if the same rule is applied to teachers they cannot be given any increase at all.

After the Burnham meeting on Wednesday, Mr Terry Casey, general secretary of the National Association of Schoolmasters, described the management's reply to the teachers' claim as "a lemon".

"Civil Service clerks will all receive an extra £55 if they work in London, yet the teachers are not offered a penny. It was even suggested that we should give back some of the allowance we are already receiving."

Mr Max Morris, London executive member of the National Union of Teachers, said the management's attitude could only be described as a mixture of "chicanery and stupidity".

"They presented a formula that was nothing more than a fiddle and it will cause utter disgust among London teachers."

Mr Fred Jarvis, general secretary of the NUT and leader of the teachers' panel, said the management's offer was "appalling". "Our previous settlement was freely negotiated and the Government made it clear that they wanted to see free negotiations. We shall therefore continue to press for the existing London allowances of £351, £267 and £141 to be raised to £423, £321 and £171 respectively. Such an increase is entirely permissible as the entitlement predates the existing pay policy. This was made clear by Mr Michael Foot, the Employment Secretary, in Parliament, on July 30, 1975."

"We have a strong case and we are confident we shall get a fair decision from arbitration."

It is understood that Sir Ashley Bramall, leader of the Inner London Education Authority and leader of the Burnham management panel, excused himself from the meeting while the teachers were being told they could be given no increase in the London allowance. It is being suggested that Sir Ashley may have clashed with other members of the management panel over their refusal to improve London weighting.

Best buy for the under-fives

A secret conference of politicians, civil servants and other experts considered whether to integrate care and education for the under-fives, and searched for the best buy. Frances Stadden reports page 5

Horses for courses

Colleges are asked to rationalize their courses to prevent a shortage of specialist teachers page 5

Something rotten

Inefficiency, low morale, bias against free enterprise industry, revolutionary tendencies, intellectual snobbery. These are the charges levelled by Sir Arnold Weinstock at teachers who are failing to produce enthusiastic and well qualified recruits to industry. page 2

TES Extra: Film in education

Methods and materials in use in school and college. pages 41-48

Features, pages 19-21
Frank Booton on the DRS view of the youth service; Myra Burns on Dr Senn; Donald Baker on cuts and the under-fives; Zoe Fairbairns and Marjorie Rendell on women's studies.

Books, pages 23-27
Marilyn Wakelin on medieval drama; Seamus Hegarty on handicapped children; Edward Neill on Burns; Rosemary Hartill on the Brontës; John Russell Taylor on Ted Hughes; mathematics textbooks.



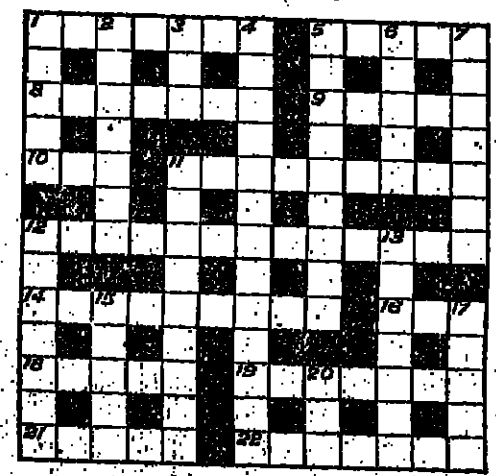
The living dead

John Pater takes a dispassionate look at Peter Brook's anthropological production, *The Ik* (picture above). page 86

Resources, pages 29, 30
Audrey Stephenson on toys which are particularly suitable for the handicapped; Deborah Thom reviews history packs; Talkback, page 31
Richie Collingridge on road safety; W. P. Boyle on conservation; Pat Palmer on pop music.
Reviews, page 2; personal column, page 4; In Brief, page 13; Sport, page 15; page 15; Features, page 88; Buckley, crossword, mathematics, page 88.

Classified ad Index page 32

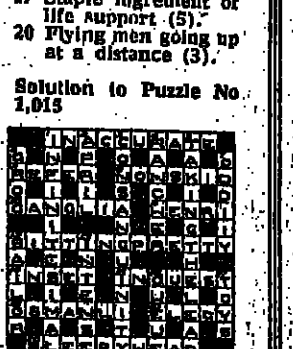
Crossword No 1,016



- Across**
- 1 Thrown rashly to the wind (7).
 - 2 Customary 22 (5).
 - 3 Puzzle, through a quaff, adding Roman Law (7).
 - 4 How long should the verse be? (5).
 - 5 Degree, not concerned with criminal law (5).
 - 6 Accused for a waterfall (9).
 - 7 Forbear of the grapes of wrath? (6).
 - 8 A singular item of intelligence? (3).
 - 9 What I hand round in perfect (5).
 - 10 Treatment of an astringent tube (7).
 - 11 Place off the highway for future use (3-2).
 - 12 Their wintry snow of unsullied snow put on (Southey) (7).
 - 13 Paris, then has a floral arrangement (9).
 - 14 A singular item of intelligence? (3).
 - 15 Musical sound of the wind? (5).
 - 16 Period of poverty in Berkshire? (7).
 - 17 Musical sound of the wind? (5).
 - 18 Staple ingredient of life support (5).
 - 19 Flying men going up at a distance (3).

Down

- 1 Did Scotland Yard shut up this heart specialist? (5).
- 2 Croissants for breakfast at the United Nations (7).
- 3 William is certainly not all good (5).
- 4 One in ten is (4, 2, 7).
- 5 Do they do for those not assisted by heaven? (4, 5).
- 6 It takes a dipper to do this (5).
- 7 Does the negotiator foot the bill? (7).
- 8 Material for Fokker idol's feet? (5, 4).
- 9 A dose of ginger? (3, 4).
- 10 Musical sound of the wind? (5).
- 11 Period of poverty in Berkshire? (7).
- 12 Musical sound of the wind? (5).
- 13 Staple ingredient of life support (5).
- 14 Flying men going up at a distance (3).



Chess

Advance and be damned

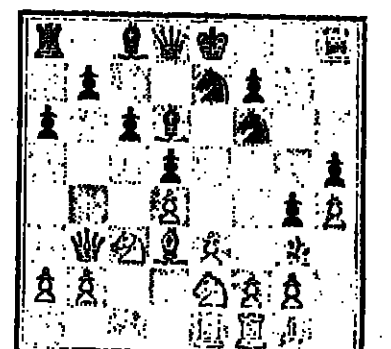
The attacking spirit is a virtue to be encouraged but it should not be a recklessly wanton one that is not based on sound positional considerations. It is a common failing with beginners and less advanced players to advance their King-side pawns in an endeavour to gain an attack or a counter-attack.

Now there are times when such a pawn advance has a well-considered positional basis; when, for example, the attacker is contemplating castling on the other wing or when both sides are castled on the King-side and the attacker is in control of the centre and has his pieces well placed for attack and defence on the King-side.

But when none of these considerations exist, such a pawn advance is merely a reckless move to self-destruction. It is also extraordinarily often this attacking pawn advance which is united with a desire to unpin the King. Such a circumstance is well illustrated by the following game. The game was played in the Premier Tournament at Hastings on December 29 last.

White: W. Uhlmann
Black: R. Bellin
Queen's Gambit Declined.

Position after Black's 14th move



- 1 P-K4
2 P-K3
3 P-K4
4 P-K3
5 P-K4
6 P-K3
7 P-K4
8 P-K3
9 P-K4
10 P-K3
11 P-K4
12 P-K3
13 P-K4
14 P-K3
15 P-K4
16 P-K3
17 P-K4
18 P-K3
19 P-K4
20 P-K3
21 P-K4
22 P-K3
23 P-K4
24 P-K3
25 P-K4
26 P-K3
27 P-K4
28 P-K3
29 P-K4
30 P-K3
31 P-K4
32 P-K3
33 P-K4
34 P-K3
35 P-K4
36 P-K3
37 P-K4
38 P-K3
39 P-K4
40 P-K3
41 P-K4
42 P-K3
43 P-K4
44 P-K3
45 P-K4
46 P-K3
47 P-K4
48 P-K3
49 P-K4
50 P-K3
51 P-K4
52 P-K3
53 P-K4
54 P-K3
55 P-K4
56 P-K3
57 P-K4
58 P-K3
59 P-K4
60 P-K3
61 P-K4
62 P-K3
63 P-K4
64 P-K3
65 P-K4
66 P-K3
67 P-K4
68 P-K3
69 P-K4
70 P-K3
71 P-K4
72 P-K3
73 P-K4
74 P-K3
75 P-K4
76 P-K3
77 P-K4
78 P-K3
79 P-K4
80 P-K3
81 P-K4
82 P-K3
83 P-K4
84 P-K3
85 P-K4
86 P-K3
87 P-K4
88 P-K3
89 P-K4
90 P-K3
91 P-K4
92 P-K3
93 P-K4
94 P-K3
95 P-K4
96 P-K3
97 P-K4
98 P-K3
99 P-K4
100 P-K3

(a) Intending to drive away the Bishop and thus unpin the Kt. But in so doing he weakens Black's Kingside pawn position and better was 6... P-B3.

Scotland for the Scots—please

Four days of exhaustive debate in the House of Commons have brought a vote to take note of the Government's White Paper on devolution—and a lot more, too. Most English citizens are bored by the devolution debate. They respond to the general proposition that the integrity of the United Kingdom should be preserved.

The upsurge of Scottish nationalism is plainly the product of low morale in a Britain which has been relegated in the league tables of power and wealth, accentuated by the immediate prospect of oil money. Westminster is a convenient scapegoat for Scottish troubles; the nationalist cause is naturally attractive to anyone who thinks domestic economic troubles can be blamed on "them".

The English at Westminster, not understanding the disproportionate parliamentary representation enjoyed by the Scots and the disproportionate share of public spending devoted to Scottish social services.

The mismanagement of British affairs by perennially incompetent but ever more ambitious governments—from which Scots, Welsh and English alike have suffered—is real enough to justify the complaints of Scots who conveniently distance themselves from their share of political responsibility for whatever takes place. A rising index of support for the party who promise to separate from England and cure Scotland's troubles at a stroke, is no more than human frailty would lead you to expect at a time of low spirits and high oil expectations.

What has happened, however, has happened. The nationalist imp has got out of the bottle. Scotland has a national history and a national identity which is keenly prized and when nationalism is inflamed it is as powerful as it is ugly.

Mr Wilson's White Paper was easy meat for his critics on all sides, not least in his own party where there was barely a voice from the backbenches to give it unqualified support.

The Conservatives had little difficulty in exposing its half-measures—while being careful not to spell out any coherent solutions of their own. Mr Tam Dalyell, a lonely figure among Scottish Labour MPs, spoke out vigorously against the devolution concept and explained why. He, like Mr Neil Kinnock, an eloquent left-winger from Bedwelly, believed that it would be positively damaging for Scotland, as well as for the United Kingdom. But all the arguments on the merits of the case—as Mr Edward Heath explained—count for little alongside the reality of Scottish nationalism, not just the nationalism of the Scottish National Party, but the spirit of national self-expression, which has bumped support for SNP up to 36 per cent and brought about the foundation of a breakaway Scottish Labour Party.

This is what the whole thing is about—the collapse of the major United Kingdom political parties in Scotland; the rejection by the Scottish political nation of the present constitution of the United Kingdom. Besides this, details of the precise techniques through which the Scots should run Scotland—important as they are—fade into insignificance.

It is not about the principle of devolution as such—to be universally applied to Wales (though this has begun to

run)—nor yet to the English regions (though Mr Wilson seems determined to let this one out of the trap next month with yet another White Paper). What is needed is, first and foremost, a new legal framework for Scottish government and a revision of the Act of Union of 1707. If this means a genuine federation rather than the constitutional abortion sketched (or rather blurred) in the White Paper what of it? There is something positively frightening about Mr Wilson's distaste for a fundamental law to govern the relationship between Westminster and Edinburgh, something sinister or pathetic about his preference for the political instruments for fudging difficult questions, rather than facing them clearly with a Bill of Rights which even trade unions would be expected to respect.

The Association of County Councils has come out strongly against the Welsh assembly proposals. A Labour Party local government conference in Cardiff this weekend is likely to be equally unimpressed. Mr Wilson's speech made it plain that he accepts that the logic of the White Paper would imply the elimination of one of the existing tiers of reorganized local government, the tier at which education is now administered by local education authorities.

It is also perfectly true that Mr Wilson made clear to the Association of Metropolitan Authorities at Eastbourne last autumn that this was a long-term idea; but who can doubt that elected regional assemblies with responsibility for education would quickly find themselves at odds with the existing local government organization? This, again, was accepted as a commonplace in the four-day Commons debate. In Scotland, the rivalry between the Scottish assembly and Strathclyde, the monster west of Scotland region, would be bitter indeed. Someone suggested that a reorganization of the latest local government reorganization would be a first task for the Scottish assembly.

And if education is to be transferred from Westminster to the English regions—in response to absolutely no public demand—what becomes of the Department of Education and Science? Do they fade away, as Professor John Vaizey has argued they should? Is all the expertise in central administration which has brilliantly fostered the devolution of many aspects of English and Welsh education, not merely to the local level but to the schools themselves, to be swept away, in the backwash of Scottish nationalism? This would be absurd, but is quite conceivable if the present madness continues.

All this is quite enough to suggest that attention should now be concentrated directly and exclusively on the Scottish issue, and on reaching a Scottish answer to the Scottish question. The English and Welsh situation is different and can wait.

tion would quickly find themselves at odds with the existing local government organization? This, again, was accepted as a commonplace in the four-day Commons debate. In Scotland, the rivalry between the Scottish assembly and Strathclyde, the monster west of Scotland region, would be bitter indeed. Someone suggested that a reorganization of the latest local government reorganization would be a first task for the Scottish assembly.

And if education is to be transferred from Westminster to the English regions—in response to absolutely no public demand—what becomes of the Department of Education and Science? Do they fade away, as Professor John Vaizey has argued they should? Is all the expertise in central administration which has brilliantly fostered the devolution of many aspects of English and Welsh education, not merely to the local level but to the schools themselves, to be swept away, in the backwash of Scottish nationalism? This would be absurd, but is quite conceivable if the present madness continues.

All this is quite enough to suggest that attention should now be concentrated directly and exclusively on the Scottish issue, and on reaching a Scottish answer to the Scottish question. The English and Welsh situation is different and can wait.

No comment

"The examinations committees have now agreed that where centres have no candidates for 16-plus examinations, they may submit their entries by Monday, March 1, 1976.—Yorkshire Regional Examinations Board circular."



Teachers are invited to write for inspection copies on approval

Hodder & Stoughton

Dept. E1081A, P.O. Box 702, Mill Road, Dunton Green, Sevenoaks
Kent, TN13 2YD.

Unions up in arms over Surrey cuts

by Mark Vaughan

Surrey County Council have been criticized by trade unions and other groups for their proposed £3.5m cuts in all services for 1976/77. The bulk of the cuts are likely to be in education.

Demonstrations by teachers and nursery school supporters were planned outside County Hall, Kingston, yesterday while the council's policy committee were inside considering the cuts. Possible savings include redundancies and much reduced education services.

A joint statement from all the teacher unions in Surrey said the proposals include closing all nursery schools and classes; closing all 12 remedial education centres and all youth centres; increasing transport costs for parents; ending all non-vocational adult education; closing the school library services and some branch libraries; reducing the careers services and using dried milk and meat substitute in school meals.

Mr Andrew MacKinnon, Surrey secretary of Nutsu, the local government officers' union, said this week: "All the unions involved reject these cuts. We will be fighting them all the way." The cuts are to help to offset a shortfall of £8.5m in rate support grant from the Government.

Mr MacKinnon added: "The only prudent answer, although regrettable, is to put the £3.5m on the rates and not cut the services—especially the social services."

Also on the list of possible cuts are: closure of two I.E.A. boarding schools; a reduction in the school capitation allowance; closure of some community and elderly people's homes and scrapping of free telephone installations for the handicapped and housebound.

Education is understood to be taking £2.5m of the proposed cuts.

The joint statement from the teacher unions in schools and further education as well as the careers, community and youth services said: "Representatives of all sectors of the education service in Surrey cannot accept any further deterioration in standards. Already bearing cuts of £1.8m, the service now faces the prospect of further cuts amounting to a possible £2.5m."

Surrey should appeal to the Government for more money, and if this was unsuccessful, then the shortfall should be met by an increase in the rates.

In a letter to Surrey Education Committee, Lady Britton, chairman of the British Association for Early Childhood Education, said: "It is impossible to believe that the rate-payers of Surrey are so hard pressed that they would wish the county council to impose such disadvantage upon the children of the county."

If the I.E.A. closed the few nursery schools they already had, there would be "no nursery education in the county—a situation that to the best of our knowledge, does not exist anywhere else in the country."

Heads of Surrey's 12 remedial education centres decided at an emergency meeting at the weekend that they would prefer to run a reduced service than close the centres altogether. Savings which they could make themselves would, they believe, go a long way towards meeting the sums involved.

Mrs Beryl Tindle, head of the De Claro Centre, Dorking, said: "We all reject the authority's proposal to turn us into a peripatetic service. Nowhere near as many remedial pupils would be dealt with if they did this to us." The I.E.A.'s proposals would "put remedial education back 20 years."

where is for parents—so why do so many teachers read it?

There is one theme running through every issue of where: that good home-school relations play a crucial part in education. And where sets out to help improve this important relationship by providing information, advice and analysis on all aspects of education. Not just for parents but for teachers, too. where is compact because it carries no advertising. Clear because where is not written for "experts". Informative because where readers want to know how to get the best out of the education service.

Don't just take our word for it. Starting with the January issue, why not read where FREE for a while and find out yourself what where has to offer? Simply complete the coupon below.

where

the education magazine for parents

Please send me, without obligation, details of how I can receive where FREE for three months starting with the January 1976 issue.

Name _____

Address _____

ACE Advisory Centre for Education,
32 Trumpington Street, Cambridge, CB2 1QY

What most of them mean by 'research'

Most educational research was either rubbish or indifferent, Sir William Pile, Permanent Secretary at the Department of Education and Science, told the education sub-committee of the Commons Expenditure Committee on Monday.

It was exceptional to find a piece that hit the nail on the head—which showed what was wrong, what was happening and what should be done.

The very word "research" was debated. Someone said they had done some research on research and meant was that they had stopped to think for three minutes.

This year the DES was sponsoring about 70 research projects worth £750,000. In recent years DES-sponsored research had either been relevant to policy or improve the qualitative aspect of education.

Work on married women returners in the 1960s and Dr A. H. Halsey's research into disadvantage were good examples of research that had helped policy-making. This sort of work was promoted by the DES itself, occasionally at the initiative of education ministers.

Current research into improving the quality of education included research into a test of attainment in mathematics, the induction of teachers, and school meals and school furniture.

In an ideal world the DES should evaluate research findings, but it would need extra staff at a time when money was short and there was pressure to keep down the growth of the Civil Service.

International conferences on education, he said, rarely got down to brass tacks. They were normally just talking shops. But some direct contacts between civil servants in different countries had been successful.

When Britain entered the EEC, senior members of the DES invited their opposite numbers in the other EEC countries to come to hear about the British education system. The Germans had done so and the French intended to do so next year.

Dons work the hardest of all

University teachers work longer hours during term than school teachers and all other workers, according to latest census figures published on Tuesday.

The figures show that, ignoring holidays and overtime, more than half all male university teachers worked at least a 40-hour week in 1971. This was compared with 27 per cent of all male workers and 14 per cent of primary and secondary teachers.

A third of women university teachers worked more than 40 hours, compared with 11 per cent of all women workers and only 4 per cent of school teachers.

But because the figures are averages, they are misleading. For example, they show that half of all schoolteachers work a 24 to 30-hour week. But this includes a large number of part-time teachers. The figures for workers as a whole are also unrepresentative. By excluding overtime and including part-time workers, they suggest that 60 per cent of men and 40 per cent of women work a 40-hour week.

The census also shows that only one in 20 of all teenagers working in 1971 were in unskilled jobs. This appears to conflict with the Department of Employment's figures, which show that a third of all school leavers get no proper industrial training. But the census is notoriously unreliable. Apart from anything else, many people tend to describe their jobs in grandiose terms.

About half of all boys aged 15 to 19 were in skilled manual jobs and a further 13 per cent in skilled non-manual jobs. This corresponds to the proportion known to get apprenticeship or other planned training. But a mysterious 16 per cent enter the skilled manual occupations, where the skill was presumably learned without formal training.

In the case of girls, half go into skilled manual work—in most cases clerical work, where they have their own time. Another 20 per cent enter partly skilled work. Census 1971 Great Britain: Economic Activity, Part IV, 10 per cent sample. £4.50, £9.50.

Schools Council stick to 16-plus timetable

The Schools Council have agreed to keep to their original timetable for discussing a common exam system at 16-plus despite pleas for a postponement.

At a meeting of council governors last Thursday, it was decided to discuss the main report on July 8. The final date for schools to send in comments on the report, by the council's joint exams subcommittee, is still March 31.

The governors also agreed to discuss the subcommittee's report on the proposed Certificate of Extended Education on May 18.

Mr James Ruffie, of the Assistant Masters Association, told his fellow governors that schools were not being given enough time to consider the report on a common exam system.

At the beginning of December many schools had not even received the report. Each school was only allowed one copy of the report. This meant there was no time for all staff to read and discuss it.

"We are not trying to use delay-

ing tactics but it is a common complaint by many of the most important members of the council in 11 years of opinion."

Mr Jack Chambers, National Union of Teachers, said that the report by the end of March, Hampshire, where he was headmaster, had already been discussed at the time of the report.

Mr Walter Roy, also headmaster, said that many pupils were being entered for two GCSE and CSE, but that this meant they were at a time of considerable hardship.

"If we do not keep to the timetable we run the risk of the general public thinking that here is a body of professional people who are making up their minds."

Minister in row with I.E.A. over three-way poly merger

An argument between Lord Gower, Minister of State for Higher Education, and Cleveland education authority over a three-way polytechnic merger has left a 700-student college of education without a secure future.

Middleton St George College of Education, County Durham, and Teesside College of Education, Cleveland, were to merge with Teesside Polytechnic under a Department of Education and Science plan.

Durham have now agreed to transfer the college to Cleveland, but Cleveland have refused to accept the transfer of responsibility for running the new institution.

A spokesman for Cleveland said that the authority were originally prepared to take over the college. However, when they received their final teacher training figure of 400 places, they realized all these places could be accommodated in their new purpose-built education college in Teesside.

Cleveland also felt that the difficulties of running a three-way polytechnic with two outputs, six and

14 miles from the city, would not justify the extra financial cost.

The only interest in the merger in Middleton St George is that schools and society both become more violent.

The DES want to merge institutions to increase the polytechnics. A merger of Cleveland and Lord Gower's plan.

While the row continues, the increasingly Teesside and Middleton House problem of discipline in given an intake of 900, our schools and in society

The DES are hoping to get a firm corporate land will agree to the merger. The full county council will have to agree the merger. The merger will be a major step in the development of the county. The merger will be a major step in the development of the county. The merger will be a major step in the development of the county.

Taylor inquiry into managers and money for Brighton girls

Sussex I.E.A. are planning to part of the fees of 12 girls at Brighton High School next year even if there is no basic need for organized in a school.

The Education Bill published last month will bring the sort of subsidy under the control of the Education Secretary. He will have to approve any such plans by local authorities to pay fees to non-maintained schools. The Bill also gives him the power to revoke approval.

Mr Rendel Jones denied a suggestion that the proposal contravened the Sex Discrimination Act. Requests from parents for help with fees in special cases at a boys' independent school would be treated in the same way, he said.

Miss J. P. Turner, headmistress of the school, said she welcomed continuing links with the authority. "I welcome any way of opening our doors to pupils as widely as possible."

But Mr Joe Taylor, a mathematics lecturer at Sussex University and chairman of the Brighton Socialist Education Association, said this was a way for better-off parents to get state support for private education.

Mr Taylor said that the authority had decided to assist with the £650 fees of up to 12 girls at Brighton High School from September. The school would be treated as a fee-paying school, and the authority no longer would be asked to pay the extra places.

The education committee would have a steering committee to advise on the school's financial help will only be given to 11-year-olds under certain conditions. The school must be prepared to offer a place, they must be within reasonable travelling distance of the school and they must satisfy the committee that the school is a "special case".

Examples of such cases are a sister of a child in the school, a previous connection, or reasons for the child's education.

Mr Rendel Jones, the authority's education officer, said the county was able to do this within the present law because they were not providing free places. Income, social class, and other factors were not taken into account.



Rhodes Boyson and Mr. Max Morris crossed camps this week

the question of corporal punishment. Mr Morris, head of Willesden High School in Brent, London, and an executive member of the National Union of Teachers, has long since thrown away his cane because he does not believe in physical violence of any kind. And two years ago Dr Boyson hung up his cane when he gave up the headship of Highgrove Comprehensive School to become Conservative MP for Brent North.

This is what Dr Boyson told Swindon Conservatives at the weekend, and Mr Morris's instant reply.

And in the red corner, Mr Max Morris.

So-called progressives and do-gooders who actually do nothing but have by pressures and decrees forced corporal punishment and sanctions in schools. This is that schools and society both become more violent.

To condemn a whole system for no longer enforced and the and the bully now ride roughshod over the head and staff of a whole class in Scotland.

While the row continues, the increasingly Teesside and Middleton House problem of discipline in given an intake of 900, our schools and in society

The DES are hoping to get a firm corporate land will agree to the merger. The full county council will have to agree the merger. The merger will be a major step in the development of the county. The merger will be a major step in the development of the county.

The DES are hoping to get a firm corporate land will agree to the merger. The full county council will have to agree the merger. The merger will be a major step in the development of the county. The merger will be a major step in the development of the county.

Money for Brighton girls

Sussex I.E.A. are planning to part of the fees of 12 girls at Brighton High School next year even if there is no basic need for organized in a school.

The Education Bill published last month will bring the sort of subsidy under the control of the Education Secretary. He will have to approve any such plans by local authorities to pay fees to non-maintained schools. The Bill also gives him the power to revoke approval.

Mr Rendel Jones denied a suggestion that the proposal contravened the Sex Discrimination Act. Requests from parents for help with fees in special cases at a boys' independent school would be treated in the same way, he said.

Miss J. P. Turner, headmistress of the school, said she welcomed continuing links with the authority. "I welcome any way of opening our doors to pupils as widely as possible."

But Mr Joe Taylor, a mathematics lecturer at Sussex University and chairman of the Brighton Socialist Education Association, said this was a way for better-off parents to get state support for private education.

Mr Taylor said that the authority had decided to assist with the £650 fees of up to 12 girls at Brighton High School from September. The school would be treated as a fee-paying school, and the authority no longer would be asked to pay the extra places.

The education committee would have a steering committee to advise on the school's financial help will only be given to 11-year-olds under certain conditions. The school must be prepared to offer a place, they must be within reasonable travelling distance of the school and they must satisfy the committee that the school is a "special case".

Examples of such cases are a sister of a child in the school, a previous connection, or reasons for the child's education.

Mr Rendel Jones, the authority's education officer, said the county was able to do this within the present law because they were not providing free places. Income, social class, and other factors were not taken into account.

Caning 'code' for NAHT

The National Association of Head Teachers' schoolmasters should never be allowed to cane pupils.

Leaders of the NAHT have told their 18,000 members that only women teachers should inflict corporal punishment on girls. Under no circumstances should adolescent girls be caned anywhere except on their hands.

Where younger children are concerned, punishment "should be such as would be used by a reasonable and caring parent".

At their council meeting on Saturday, members of the NAHT executive agreed that corporal punishment was no longer "a major problem in state schools" despite last week's row over canings in the north east.

The cane and the strap were both dying out and it was felt that many heads would like to see them disappear. In the past few years there had been very few cases of teachers giving irregular corporal punishment or using the cane too harshly.

The NAHT says discipline in schools depends on many things including the support of parents, the cooperation and efficiency of other welfare and social agencies and the design and siting of school buildings. But the heads, like most of the other teachers' unions, still insist that it must be left to individual schools to decide whether or not to use the cane.

MP fails in bid to ban corporal punishment

by Alan Wood

A Tory MP successfully persuaded the House of Commons this week that a Labour MP's attempt to abolish corporal punishment in schools was a specious do-gooding nonsense.

By 181 votes to 120, a majority against of 61, the Commons threw out the Education (Abolition of Corporal Punishment) Bill which Mr Dennis Canavan (West Stirlingshire, Lab) tried to bring in under the 10-minute rule procedure. His Bill sought to abolish the use of corporal punishment in all education establishments and provide for alternative forms of punishment.

He argued that the use of corporal punishment in schools was one of the last vestiges of legalized formal violence in society. Even the most hardened criminal who had committed the most heinous crime could not legally be subjected to any form of corporal punishment.

The use of corporal punishment had a brutalizing effect on teacher-pupil relationships, which should be based on mutual respect rather than confrontation. The punishment was degrading. If child beating was legal in schools, was it any wonder there was violence?

The Bill proposed alternative punishments, giving school authorities the power to detain pupils beyond normal school hours and even on Saturday mornings when they could do useful community service. Parents must be brought into consultation at an early stage when a child's behaviour was anti-social.

Mr Patrick Cormack (South West Staffordshire, C) said Mr Canavan's proposals should be thrown out as the ludicrous set of special do-gooding nonsense they were. Discipline was an essential part of teaching. People who pretended to believe in consultation should listen a little more carefully to those who had the duty and the difficult task of enforcing discipline in schools.

People who considered the problem would remember that there was something in the old adage that if "you spare the rod you spoil the child".

One of the reasons for the frighteningly high level of illiteracy was the lack of discipline in schools. Juvenile vandalism was costing the country £8.5m a year.

The Bill could only damage the education system and millions of children.

COMPETITION FOR A'LEVEL STUDENTS

50 WINNERS WILL TOUR EUROPE

Here is a wonderful opportunity for your students to win a place on our European Tour. A trip to remember for the rest of their lives.

All they have to do is write an interesting, well thought out essay of between 1500 and 2000 words on either of the following subjects:

1. A short story in which a reward, an absent-minded professor, a sixth form student and a bank all have a part.
2. Banks could be different... how different?

50 EUROPEAN TOURS TO BE WON

The winners of the first 50 prizes will win a place on our three week summer tour visiting Brussels, Paris, Strasbourg, Zurich, Munich, Venice and Florence before flying back from Rome. Educational as well as exciting, a truly memorable and valuable three weeks.

250 CASH PRIZES

The 50 runners up will receive cash prizes of £50 each and 200 prizes of £10 will be awarded to writers of 'commended' essays. In addition, 300 book awards of £10 will be given to the schools represented by prize-winners.

To receive entry forms either contact your local Barclays Bank Manager or simply fill in the coupon below. (Students must have an entry form to take part.)

Competition closes 10th March 1976.

Barclays Bank European Tour Essay Competition

Name (Mr/Mrs/Miss)

(Please print in BLOCK CAPITALS)

School

Address

Number of entry forms required*

Post to: Brian Grant, Barclays Bank Limited, Room 329, 54 Lombard Street, London EC3P 3AH

*The competition is open to all A' level students born between 1.8.57 and 1.8.60 inclusive, except writers of the top 100 essays in both the 1974 and 1975 competitions.

BARCLAYS

TUC want more jobs for disabled

Training opportunities for young handicapped people are inadequate, say the TUC in their evidence to the Warnock committee on special education.

The Government should introduce a "whole history of positive employment policies in favour of the disabled", including a tighter enforcement of the employment quota. Grants should be given to help employers adapt plant and machinery for the handicapped. Vacancies should be advertised with jobs' centres so that the employment officer is informed about jobs that might be available for the disabled.

The TUC want the Training Services Agency and the Industrial Training Boards to develop training schemes for the handicapped.

Priorities should be given to nursery education so that all handicapped children can benefit. The

Warnock

TUC think the disabled should mix with other children as early as possible as this will help them integrate into society later. It would also benefit non-handicapped children as they would learn to accept the less fortunate. Regulations should be changed to allow handicapped children to attend nursery school from the age of two years instead of three.

The TUC support integrating handicapped children into ordinary schools, but say there is a danger of underestimating the hostility, resentment and ridicule integration might arouse.

Caution and gradual integration are necessary in order to gain public support and confidence and to change the attitudes of parents and children.

The TUC also recommend that local education authority advisers be appointed to help schools with the needs of the handicapped and to liaise with social service and welfare departments.

Welsh-only college saved

Bangor Normal College of Education is to be retained as a free-standing teacher-training institution, Mr Fred Mulley, the Education Secretary, announced last week.

Mr Mulley told Mr Clodwyn Hughes, Labour MP for Anglesey, in a written Commons reply, that he had agreed to Cwynedd's education authority to consider developing the college as a mono-lingual institution and not to press for its merger with the University College of North Wales. All the courses at the college will be offered in Welsh.

After listening to deputations from the North Wales Joint Education Committee, Mr Mulley said he had decided to approve Cwynedd's proposal to keep the college going.

Last August it was proposed that the college should merge with the university and St Mary's College, Bangor, to form a school of education. Since then, Welsh MPs and

other pressure groups have urged him to change his mind.

Mr Mulley has also considered recent reports by the Council for the Welsh Language and a working party of the University of Wales. Under the Government's devolution plans decisions on the future of the college will be a matter for the Welsh assembly.

The college will have 400 teacher-training places by 1981, 200 more than provisionally allocated. These additional places will be provided by an extra 100 to the total of 100 from the North Wales Institute of Higher Education.

There will now be 3,700 teacher-training places in Wales. About 80 per cent of these are for initial training and the remainder for in-service and induction courses.

Bangor Normal will be responsible for maintaining the supply of Welsh-speaking teachers.

Bachelor's choice for housewives

A new degree, Bachelor of Combined Studies, is being offered at Bishop Lonsdale College, Dorset. It is thought to be the only course of its kind and is aimed at housewives, local young people and prospective teachers.

Mr Norman Evans, college principal, said this week that the course offers a wide choice which "cuts across the traditional boundaries of arts and science subjects".

Nottingham University have approved the arrangements for the three years full-time study. Three courses have to be followed each year: students choose from 14 areas of study and follow at least one

course on some aspect of personal values. They are also expected to deal with contemporary problems in their chosen fields.

Mr Evans said the degree would appeal to mature students, especially housewives, who did not go to higher education but whose children are now old enough to allow them to consider full-time study.

Local students, mostly aged about 18, are expected to apply. In the past they would have gone to university or college away from home. But with increasing charges for digs and travel, they are prepared to stay at home to study.

Across the school divide

The most crucial factor in the smooth transfer from primary to secondary school is the relationship between a child and his new teacher, says a new report by the City of Birmingham Educational Development Centre. More liaison is needed between teachers at both levels.

At Hainthorpe Comprehensive School, East Sussex, they are tackling continuity through the first-year curriculum. Staff have devised an integrated course which attempts to recreate, for

six periods a week at least, the atmosphere and way of working of junior schools. The Birmingham report calls for the closure to release staff for liaison. A Sussex experiment emphasizes the need for free time for teachers to develop new courses and materials. But such schemes are likely to be met in the past.

Reports by Bob Doe

Pupils' fears widen the gap

Low staffing ratios in primary schools make cooperation between primary and secondary schools almost impossible, says *Continuity in Education*, a report compiled by Birmingham teachers working at the City's educational development centre.

The chairman of the 30-strong committee responsible for the report, Mr Philip Neal, head of Perry Common Comprehensive School, said this week: "There is a chasm between primary and secondary schools."

Teachers in both needed to co-operate more on curricular and pastoral matters. They needed to learn what each other was doing. "There is far too much starting all over again in secondary schools and finding out things about a child after the first year that we ought to have known from the beginning."

Children ought to be prepared more thoroughly for transfer and then received more sympathetically, Mr Neal said. Many were afraid of moving up to senior schools. Many of them spend their summer holidays in a state of nervous tension because of the flood of letters about bullying and hard work.

The most important finding of the four-year study was that children attached little importance to transfer. A school was large, single-sex, or co-educational. What mattered most was what their teachers were like.

One of the committee's study groups questioned 400 children be-

fore and after transfer. Over 44 per cent said what they would miss most in their new school was their teacher. Afterwards 33 per cent said they missed their primary teacher most of all in their first year.

The report says that "A child happy in his relationships with his new teacher will be happy in his new school. He should be encouraged and praised as much as possible and be treated with friendliness and firmness."

"Secondary teachers must be made to realise that it is they themselves who matter to the child." First-year form teachers must be carefully selected and should not include probationers or teachers new to the school. They should teach their own form for a large proportion of the time.

Arrangements should be made to allow pupils in the last year of primary school to visit their secondary school, and even do some work there. Mr Neal said this might take place in art or craft departments. Liaison is not just a matter for headteachers, the report says. Where possible there should be exchanges of teachers between primary and secondary classrooms.

Every effort should be made to ensure courses are continuous. This would eliminate waste both in teaching time and the use of materials. It would also promote a happier relationship between the pupil and his new school.

The major obstacle to liaison should be removed by improving staffing ratios in primary schools.

Softening the blow with a course in 'giant' killing

"Trends" is a course which helps pupils bridge the gap between junior school and the first year of the 10-form entry Hainthorpe Comprehensive School, East Sussex. It aims to cushion the blow of the shift from one teacher and one classroom to a dozen or more teachers and the sometimes frenetic switching of classes every 35 minutes.

By providing six periods a week of what the school thinks of as "giant killing", now pupils get a chance to settle in. "Familiar territory" was how the head, Mr James Quinn, described the course, something that pupils find different kinds of primary school could hang on to when they found themselves in a strange world inhabited, seemingly, by giants.

Trends is an integrated course which replaces all first-year history, geography and religious education and some English. As well as academic integration, Mr Quinn said, it helps to integrate pupils socially.

The course takes the form of a year-long "game" in which pupils and staff follow the adventures of the passengers and crew of a ship wrecked on an island. It looks at difficulties of setting up a new community in mid-Atlantic, and relationships with the island's primitive inhabitants.

Topics such as leadership, law, religion, communication, war, disease and rural economy are tackled through writing and graphic work, dance, drama and discussion. Trips to local sites are used to illustrate and contrast the historical and geographical work based on the island.

Even Viking history gets a look-in as the original inhabitants turn out to be a benighted tribe of Norsemen, the Drakens. As well as introducing some Iron Age history, the Vikings give rise to writers and there is also a new language created, especially for Trends.

There is also a new language created, especially for Trends, containing some medieval words such as *phlog*, to sell, *kernakered*, ill, and *phlogochop*, battle.

Mr Michael Osbourne, the course

organizer and head of general studies and curriculum development, said Trends aimed to break down the barrier between subjects and show that they were linked. "Otherwise kids never really understand where for more than 35 minutes they are total islands. That is why the links between what they learn in mathematics and in physics, in history and geography."

The projects in Trends should also teach children how to organize their work. He hoped this would show pupils in CSE project work but the course is only running for the third time this year so there is no evidence for this yet.

The pupils, however, do not always appreciate Trends. An independent evaluation by Sussex University has suggested that they do not like being in the same room with the same teacher for so long. They miss the change and chance to chat every 35 minutes.

This could be seen as a criticism of Trends as a bridge. It could also show how well the course has worked in settling pupils.

According to Mr Osbourne, several teachers have spoken favourably about the amount pupils seem to have absorbed in Trends and remember later. But not all are entirely happy.

Curriculum developments of this kind put considerable pressure on staff time, particularly if Trends, it is only a small part of a teacher's timetable.

Mr Osbourne said teachers needed more free time and more secretarial help to reproduce materials if they were involved in course development.

In the 18 months taken to develop Trends, the course team worked as well as days during their holidays. Now weekly lunchtime meetings to discuss the next week's work, half-termly meetings to discuss the school's curriculum, and a CSE and GCE programme are less able to be a school organized on a year all but extra burdens on teachers.

Boards champion impartial exams

by Cameron

Examination boards are at a bulwark against poor standards in the classroom, it was said this week.

Geoffrey Earnshaw, senior secretary of the Associated Examining Board, has written a book which defends the old system of examinations as the only way of ensuring equality of opportunity.

In *The Case for Examining Boards*, he says if they were swept away, the schools would have to mark their own examinations. This would lead to a loss of public confidence in the whole examination system.

All primary schools, he argues, would have to employ a pupil according to the standards of his old school. Teachers from prestigious schools would obtain good marks, while those from rural schools would be welcome with open arms.

He thought there was a danger of objective information being made things easier for pupils and families. Mr Earnshaw, a former examiner, says that the schools would be tempted to pass the Consortium system only because he merits it.

Mr Earnshaw, a former examiner, says that the schools would be tempted to pass the Consortium system only because he merits it. In the last category, he says, a better grade than for a secondary teacher, to save him from dis-Continuity in Education. But examination boards are not impartial. Their examiners are not impartial. Their examiners are not impartial. Their examiners are not impartial.

mark their own courses for Mode 3 should be "strongly encouraged" to work as external examiners first.

Mr Earnshaw made it clear he was not attacking Mode 3 examinations as such. Last year the AEB, a GCE board, had 12,000 Mode 3 O-level entries in English language alone and he had been responsible for them. He also supervised Mode 3 O-level examinations in other subjects.

He thought internal examinations could be as good as external ones, but only if the teachers who did the marking were "competent as examiners". They needed the same help and guidance as external examiners and the courses had to be well designed and balanced.

In his booklet Mr Earnshaw points out that if there were no external examination boards there would be no way of checking Mode 3 syllabuses.

"There would be serious dangers in allowing all teachers to do their own thing, even to the point of compelling students to do the teacher's highly eccentric thing."

"Although it may be treason to utter the thought there are some teachers with more enthusiasm than judgment and others who regard the examination system as a nuisance. Few though they are, they can do great harm to their students."

The GCE boards, unlike the CSE boards, can reject a proposed Mode 3 syllabus on any grounds they like. But in his booklet Mr Earnshaw makes it clear that examination boards are subject to certain restraints.

"Their position is in fact a very healthy one. On the one hand a desire of control is exerted internally by the teachers nominated to carry on the education work of the boards. On the other there are external constraints from teachers, the Schools Council, and the standing joint committee of the professional associations."

Mr Earnshaw says the strongest critics of external examinations are often the people who have gained most from them. He points out that whatever the critics say the demand for public examinations has never abated.

"Despite the sustained criticism of external examinations in which prominent public figures have made free use of adjectives like 'malicious', the number of entries for the boards' examinations has steadily increased."

Curiously, much of the criticism comes from people who have benefited most from public examinations. The inspector who deplores examinations would probably have been assistant manager of the local Co-op in his home village if his examination qualifications had not enabled him to demonstrate that he had outstanding ability. The progressive headmaster might well have been a clerk in the local steel-works if the pupils from the undistinguished school he attended had not been able to earn comparison with pupils from other schools with national reputations through taking public examinations.

"Public examinations have enabled merit to be recognized where privilege once flourished."

The Case for Examining Boards is published by the AEB, who say it is not intended to be a "formal statement" of their official policy. But they have welcomed it for "putting forward a point of view which has been somewhat neglected in the recent past but which may serve as a basis for discussion in the future."

The Case for Examining Boards. By H. G. Earnshaw. AEB, Wellington House, Aldershot, Hampshire GU11 1BQ.



Student teachers from MacMurray college, Illinois, sit in on a fourth-year drama class at Tollington Park Comprehensive School in North London while Mr David Shepherd directs two of his pupils.

Priorities poser for Labour Party

The Labour Party could not claim to be committed to the ideals of comprehensive education and social democracy if they continued to give priority to the few who go on to higher education at the expense of the majority who leave school at 16, said Mr Eric Robinson, principal of Bradford College, on Saturday.

Opening an education conference of the Yorkshire Labour Party in Goole, he said that our present pattern of education and training after school make a mockery of comprehensive reform. Beyond 16 we gave generously to those who have and evening little to those who have not.

"When will the British Labour Party start to listen? Our present distribution of priority between universities, further education colleges, and evening institutes, is more worthy of a Bourbon oligarchy than a modern democracy."

Nuffield counts on profits

Twelve years after the Nuffield primary mathematics project began, a follow up has been launched to plough back the profits from royalties into pupil's materials and new teacher's manuals.

Mathematics 5/11 started on January 1 when Mr Eric Albany, a senior lecturer from Wolverhampton Teachers College for Day Students, was seconded to act as organizer for two years. The project is based in the education offices at Wolverhampton.

"The main difference between this and the original Nuffield project," says Mr Albany, "is that in 1964 teachers did not want a structured package, they wanted advice, encouragement, teachers' centres, time to experiment. 'I do and I understand' was the unofficial motto of the project, well, it applied to teachers as well as children. Now they have understood."

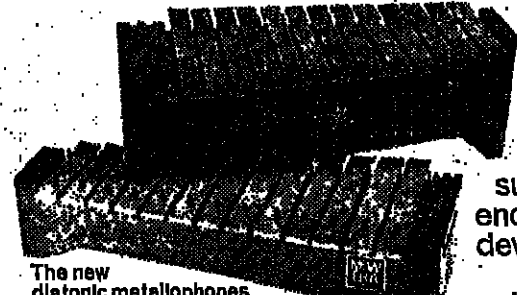
"About four or five years ago, local groups started to produce their own schemes. The era of the dabbles was beginning to come to a close. Now they want more structure without being straitjacketed."

Mr Albany's aim is to collect ideas and examples of schemes that are being used all over the country; to test manuals and materials for content and then for format in local schools and later nationally; and finally to publish a basic core of materials and associated extras which allow teachers to diversify as much as possible.

Work has already started on the infant part of the project. The teachers who are writing the materials will meet on Wednesday for the first time. Work on the junior materials should begin at Easter.

Teach them to play music with help, encouragement and New Era.

New Era Instruments for schools are made by Premier, Europe's largest percussion manufacturer. This means that the complete range, covering everything from triangles to xylophones, is soundly made and sensibly priced. Even more important, Premier instruments incorporate the depth of experience to produce a reliable and satisfying sound which, as you know, plays such an important part in encouraging young people to develop their musical potential. Send the coupon for our catalogue which contains full details of the New Era range.



The new diatonic metallophones



☐ To: The Premier Drum Co. Ltd., Blaby Road, Wigston, Leicestershire LE18 2DF.
☐ Please send me a copy of the New Era catalogue, (enclose cheque/P.O. for 20p made out to Premier, to cover postage).
 Name _____
 Address _____

SPECIAL ANNOUNCEMENTS

SOUTHERN ARTS
Southern Arts Association offers a two-year scholarship for a

COMPOSER IN RESIDENCE

Full details are available from the Music Officer, Southern Arts Association, South Side Offices, Law Courts, Winchester, Hampshire SO23 9DQ
Closing date for applications, January 31, 1976

TES Special Insets 1976

A list of the special insets due for publication in *The Times Educational Supplement* in 1976 is now available. If you would like a copy of this list please contact The Advertisement Manager, The Times Educational Supplement, P.O. Box 7, New Printing House Square, London WC1X 8EZ.

COMMON STOCK THEATRE COMPANY LTD.
present
"MISS"
a play about teaching from the teacher's viewpoint. Written in collaboration with teachers for those interested in Education Today.
WHO ARE THE VICTIMS?
KIDS OR TEACHERS?
Tuesday 27th-Thursday 29th January at 8.00 a.m.
THE COCKPIT-GATEFORTH STREET LONDON N.W.6. Tel. 482 5061

UNSERE ZEITUNG
39 Church Road, Waltham
Tel: 01895 36573

EMIGRATE WITH BREWERY & TAP
Free quotations and information on all aspects of the BREWERY & TAP business. Write to: BREWERY & TAP, 39 Church Road, Waltham, Essex. Or contact your local agent through Yellow Pages.

COURSES

ROEHAMPTON INSTITUTE OF HIGHER EDUCATION

Fröebel Institute College

DIPLOMA IN EDUCATION

DIPLOMA IN THE TEACHING OF MUSIC

Applications are invited from serving teachers for admission to these one-year full time courses which have special reference to the education of children up to thirteen years of age, and leads to the award of the relevant diplomas by the London University Institute of Education.

The Diploma in Education is designed as preparation for posts of further responsibility. The course has previously emphasised the primary and middle school range but is now extended to meet the special needs of those considering advisory work in pre-school education.

The Diploma in the Teaching of Music is designed to enable teachers of first and middle school children to gain understanding of present-day aims and methods in music education, and to develop their own musical skills.

Teachers serving under a Local Education Authority and who have at least five years' experience are eligible to apply for secondment for the period of the course.

Full particulars and application forms may be obtained from: The Registrar, Fröebel Institute College, Roehampton Lane, London SW16 5PL.

Dartington College of Arts

Theatre B.A. (Hons)

The Department of Theatre offers a new four year degree course, validated by the Council for National Academic Awards and starting in September, 1976.

The course is a practical and theoretical study of theatre and its engagement with society. The students will spend the third year in theatre groups working in cities.

Write for details to: Collett King, Theatre Department, Dartington College of Arts, Tolnes, Devon, TQ9 8EJ.

SCIENTISTS and ENGINEERS would you like to teach?

If you have a degree in pure or applied science, engineering, technology or allied subjects or if you hold other qualifications which give you graduate status then you are eligible for employment with this Authority.

We intend to run an Induction Course for mature graduates and others with equivalent qualifications, beginning in September 1976 and lasting until July 1977. The course will take place at an ILEA College of Education and on successful completion will result in the Post Graduate Certificate of Education. The course will include a whole term of teaching practice in an ILEA comprehensive school.

If you are admitted to the course you will be given an appointment on our temporary teaching staff from September 1976 and will be paid the appropriate rate for a qualified teacher whilst taking the course. On successful completion of the course, that is once you become a fully trained teacher, you will be transferred to a permanent appointment in our service and will be expected to remain as a full-time teacher in an ILEA school for at least two further years. In assessing starting salaries, we take into account previous teaching, industrial or commercial experience, so that for mature people starting salaries can be substantially above the minimum of the basic scale, (£2,400 p.a. to £24,000 p.a. plus £301 London Allowance).

If you are interested in applying for this course, please write for further details to the Education Officer, EO/TS2, County Hall, London SE1 7PB. (Including a self-addressed envelope) within two weeks of the date of this advertisement.

ilea INNER LONDON EDUCATION AUTHORITY

Strange case of a struck-off school

Senior civil servants have always known how to deal with the Willem Tyndale of the private sector. They did not have to set up costly public inquiries. They did not have to stand by while interested parties conducted slanging matches in the national press.

The Department of Education and Science simply struck the offenders off the register of independent schools. Proprietors who refused to close their schools found themselves in court charged with contravention of the 1944 Education Act.

Now a small rural boarding school has thrown a spanner in the Department's works.

The school has been struck off the register for failing to meet minimal education standards, but it is refusing to close down despite threats of legal action.

The DES now have to decide whether or not to prosecute. If they do, they will run the risk of losing the case and finding themselves "in the dock" accused of setting a double standard for State and independent schools. If they do not prosecute, they could bring the law into disrepute.

The boarding school in question has fewer than 40 pupils. The children, aged between eight and 16, are said to be happy, well cared for and well mannered.

Her Majesty's inspectors say foreign language teaching at the school is good, but the curriculum is extremely narrow. There is little or no attempt to give classes in history, geography or the arts, and this is one of the main reasons why the school was finally struck off after repeated warnings.

But many educationists would agree that standards at the school are no worse than some state schools. There are probably a handful of schools in the state sector

where they are decidedly lower. State schools, however, do not have to be registered and the DES can not force them to close even if they are doing a thoroughly bad job.

If the DES decide to prosecute this particular school, the case will go to a magistrates' court, which is one of the reasons they are worried about the matter.

A higher court would probably restrict itself to finding out whether or not the law had been broken. Local magistrates are likely to ask if the school is a genuine boarding school or if it is a device to avoid the law.

They are also likely to ask why the full might of a Government department has come crashing down on a tiny school where the children are well adjusted, literate and polite.

And they are certain to recall newspaper stories about the school where children were free to play football in the playground during reading lessons and drop bricks on wandering infants during break.

A prosecution would cost the DES time and money. Even if they were successful, the maximum penalty for a first offence is only £20. However, if they decide not to prosecute, they will be failing in their duty to uphold the law and leave the way wide open for all manner of abuses in the independent sector.

One private school which is not humiliated but merely offering an inadequate curriculum may not matter much. But if it is allowed to get away with it, others may try to do the same on a larger and far more serious scale—and registration became mandatory in 1957 when part three of the 1944 Education Act was made operative.

Study of plastics

The Technician Education Council is expected shortly to give formal approval to an outline programme of study designed for plastics and rubber technicians and aimed at the TEC Certificate. Interested colleges have been invited to submit course plans for approval and it is expected that at least two courses will be established during the academic year 1976/77.

University offers students £170 extra to live at home

Carrots worth £170 each are being dangled in front of prospective students around Warwick to persuade them to apply to their local university.

The university is offering academic scholarships to students who are prepared to live at home rather than take up a bed in a hall of residence.

The scholarships are worth £170 a year, the difference between home-based and normal grants. Students who stay at home will now claim £570 from their local authority plus Warwick's scholarship, bringing them up to the normal £740.

Not all home-based students will get the extra money. There will be some form of qualifying examination or assessment to determine the award.

Colonel Robert Hornby, the university's development officer, said it was hoped the scheme would encourage more home-based students. This would ease pressure on accommodation.

Although Warwick is one of the best universities for housing students—with 2,700 beds for 3,700 bodies—Colonel Hornby said it made economic sense to provide the scholarships since the cost of a room was £3,000.

As student numbers increased it would be harder to find accommodation and there was also a cutback in providing new halls of residence. "We also thought it would highlight the value we place on home-based students."

The money for the scholarships is not coming from public funds. The University Grants Committee give Warwick more than £5.5m a year, but none of this is being used for the scholarships. Instead, they will come out of the university's own funds. Colonel Hornby said the university's reaction to conferences were one source of income.

The inducements are not being offered because of low application rates, he emphasised. They were to help students who could not

An independent school is ordered to close by the DES because it is a cause of concern.

Under section 11 of the Education Act 1944, the DES has the power to order the closure of any school which is a cause of concern.

Registration is a new concept of society which he said all independent schools were recognising.

It was a new concept of society which he said all independent schools were recognising.

It was a new concept of society which he said all independent schools were recognising.

It was a new concept of society which he said all independent schools were recognising.

It was a new concept of society which he said all independent schools were recognising.

It was a new concept of society which he said all independent schools were recognising.

It was a new concept of society which he said all independent schools were recognising.

Sex education

Bill's long discussion in the House of Lords on sex education ended on a touchy note. The public subsidies should be withheld from organisations concerned in the sale of contraceptives, in commercial activities and in providing abortions for profit.

Parents should have the right to withdraw a child from any class on sex education without fear of reprisal either to themselves or the child. They should maintain and strongly enforce laws to protect children, particularly laws relating to the age of consent and the distribution of contraceptives. There should also be adequate control of films shown to children.

Lord Wells-Pestell, the other Government spokesman, said that schools had to be guided in what they could do by the attitudes of the community.

The Standing Medical Advisory Committee of the Central Health Services Council had proposed that some of its members should go together with educationists to consider the practicability of a study of the effects of sex education. The study should include people from the Schools Council, Health Education Council, Personal Social Services Council and the Standing Nursing and Midwifery Advisory Committee as well as the Standing Committee of the Health Service.

The Bishop of Norwich, in a maiden speech, said the task was to make sure that those who gave sex education in schools were encouraged to make the content good and strong.

Earl Ferrers said it was not sufficient to teach the physical and medical facts of copulation and contraception if such teaching was not given within the context of love, marriage and family life. They needed fewer "experts" and more teachers with the wonderful gift of common sense.

Lord Alexander of Potterhill saw no prospect of success in sex education unless there was careful selection of teachers and very thorough training for them.

The Earl of Longford said that all who received sex education should be taught to act responsibly in sexual matters. The national moral code should be the basis of a loving and secure family and this, in turn, involved the aspiration of fidelity within marriage and chastity at all times.

Lady Ruthven of Freeland, a vice-president of the FPA, said the association was concentrating on educating the educators. This was the right approach. The work was being done with sensitivity and with a strong feeling of responsibility to future children.

They should also be given an opportunity of seeing the books and films which were to be used. The public subsidies should be withheld from organisations concerned in the sale of contraceptives, in commercial activities and in providing abortions for profit.

Parents should have the right to withdraw a child from any class on sex education without fear of reprisal either to themselves or the child. They should maintain and strongly enforce laws to protect children, particularly laws relating to the age of consent and the distribution of contraceptives. There should also be adequate control of films shown to children.

Lord Wells-Pestell, the other Government spokesman, said that schools had to be guided in what they could do by the attitudes of the community.

The Standing Medical Advisory Committee of the Central Health Services Council had proposed that some of its members should go together with educationists to consider the practicability of a study of the effects of sex education. The study should include people from the Schools Council, Health Education Council, Personal Social Services Council and the Standing Nursing and Midwifery Advisory Committee as well as the Standing Committee of the Health Service.

The Bishop of Norwich, in a maiden speech, said the task was to make sure that those who gave sex education in schools were encouraged to make the content good and strong.

Earl Ferrers said it was not sufficient to teach the physical and medical facts of copulation and contraception if such teaching was not given within the context of love, marriage and family life. They needed fewer "experts" and more teachers with the wonderful gift of common sense.

Lord Alexander of Potterhill saw no prospect of success in sex education unless there was careful selection of teachers and very thorough training for them.

The Earl of Longford said that all who received sex education should be taught to act responsibly in sexual matters. The national moral code should be the basis of a loving and secure family and this, in turn, involved the aspiration of fidelity within marriage and chastity at all times.

Lady Ruthven of Freeland, a vice-president of the FPA, said the association was concentrating on educating the educators. This was the right approach. The work was being done with sensitivity and with a strong feeling of responsibility to future children.

Assessment under review

Monitoring O levels was being considered by the Schools Council in consultation with the GCE examining bodies and the National Foundation for Educational Research, said Miss Joan Lester, Under Secretary for Education and Science, replying to Mr Ivor Clementson (Luton, East, Lab) on examination and assessment procedures.

CSE was often examined by assessment, but normally this was combined with a final written examination. GCE sometimes included assessment. She had, however, no exact information as to the use made of particular forms of assessment.

Asked how many schools in the United Kingdom had replaced conventional examinations with systems of continuous assessment, Miss Lester said that most secondary schools examined conventionally but it was not unusual for the minimum leaving age of 15 and School were not required to produce work to be combined with the examination results to produce final assessments.

The extent to which coursework assessment had replaced examinations was believed to be small. School were not required to produce work to be combined with the examination results to produce final assessments.

Early leaving unopposed

The Bill to alter the summer school leaving date received an unopposed second reading in the Lords last week. The only criticism was that it did not go far enough and ought to allow more flexibility, without impinging on the leaving age of 16.

Lord Crowther-Hunt, Minister of State for Education, said the Bill meant a minor alteration in the law on compulsory schooling in England and Wales, bringing forward the summer school leaving date from the end of term to the Friday before the last Monday in May.

The Government remained firmly committed to their decision to raise the school leaving age to 16 and had no intention of reverting to earlier arrangements. But they were obliged to look carefully at the way the new leaving age accorded with the public examinations system, the traditions of schools and pupils. It was clear it did not accord particularly well.

It also had an unsatisfactory impact on 16-year-old leavers. Before RSLA, examination candidates were almost always over the minimum leaving age of 15 and there was a long standing tradition that they left school once their last examination had been taken, as they were legally entitled to do. That tradition had persisted after RSLA. In the case of School were not required to produce work to be combined with the examination results to produce final assessments.

The law was clearly out of step

with the mood of those principally concerned. The proposal to bring forward the summer leaving date had the almost unanimous backing of local authorities and teachers. It ended that twilight post-examination period which was frustrating to both schools and pupils.

This year some 750,000 children would reach school leaving age. If the earlier age was introduced, the pattern of school leaving this year might be on the following lines: approximately 85,000 would leave at Easter (out of some 320,000 legally entitled to do so); 70,000 would leave at the May leaving date without having taken CSE examinations; between 50,000 and 100,000 would leave in late May having taken CSE examinations; 210,000 to 280,000 would leave between early June and mid-July, as and when their O level and CSE examinations finished; 220,000 might return to school for full-time education; and 50,000 would be expected to go to full-time further education courses.

During the debate the question was raised whether legislation should be amended to make it easier for heads to expel difficult pupils. The minister said they would have to think carefully about the consequences. Pupils and schools alike were settling down to accepting the new leaving age and schools were getting on with providing the right kind of courses.

Learning about sewing will provide your class with a continuous programme of creative activity

The Dewhurst "Learning about Sewing" programme is the most comprehensive series of professionally researched and produced educational aids to teaching sewing and dressmaking available today.

Now, from one source, you can have the finest educational aids ready to hand... definitive sewing manuals... graphic and informative wall charts... practical project wallets... they'll be all part of a carefully structured learning programme, designed specifically for the classroom environment of today.

Two plastic covered ring bound manuals

Four durable PVC project wallets

Four 889mm x 610mm (35" x 24") wall charts

Man-made Fibres

A graphic demonstration of the origins of man-made fibres, their development into well-known brand names, their characteristics, care and end uses.

Natural Fibres

A concise and superbly illustrated history of natural fibres, covering silk, wool, cotton and linen production from earliest times to the present day.

Two slides to threadmaking

A simple yet effective representation of the thread manufacturing process, illustrating the importance of two threads - one for sewing natural fabrics, the other for sewing man-made fabrics.

This changing shape of fashion

A delightful pictorial history of the development of clothes from primitive body ornament to space-age protective clothing. A treasure-house of costumes ideas for school need days.

Cushions

The contents comprise a series of leaflets titled:

1. History of Cushions
2. Equipment for making Cushions
3. Some Stitches used in making Cushions
4. Some ways of decorating Cushions
5. Techniques for making Cushions
6. Designs and instructions for making several Cushions

Soft Toys

The contents comprise a series of leaflets titled:

1. Soft Toys through the Ages
2. Equipment for making Soft Toys
3. Making Soft Toys
4. Patterns and instructions for making several Toys

Patchwork

The contents comprise a series of leaflets titled:

1. History of Patchwork
2. Equipment for Patchwork
3. Beginning Patchwork
4. Design with Hexagons
5. Mats... mats... and more mats
6. Patches of Fun

Table Linen

The contents comprise a series of leaflets titled:

1. History of Table Linen
2. Equipment for making Table Linen
3. Beginning to make Table Linen
4. Modern Table Linen (a selection of designs and instructions)
5. Traditional Table Linen (a selection of designs and instructions)

Learn more about this comprehensive educational programme.

To The Educational Department, English Sewing Limited, 50 Oxford Street, Manchester M60 1JL. Please send me your full colour brochure on "Learning about Sewing" with an Order Form.

Name _____

School/Authority/College _____

Address _____

(BLOCK CAPITALS PLEASE)

More training for Blacks

from Louis Hotz

JOHANNESBURG

A forward move in the training of young Africans to equip them for skilled work formerly reserved for Whites has been announced by Mr G. S. Rousseau, Secretary for Bantu Education.

He said that it was intended to make industrial training facilities available for between 60,000 and 75,000 African pupils in a number of centres in the White urban areas as well as African homelands.

That would be about double the number at present being trained under the scheme introduced last year as part of the Government's policy of making better use of Black workers to fill the gaps in the country's skilled labour ranks.

The plans include the establishment of three new centres in the White areas and, for the first time, two in the homelands. The capacity of two existing centres near Johannesburg and of six others about to start or in operation elsewhere will be expanded at a total cost of more than 320,000 rands.

The cost of building and equipping a new centre is estimated at 300,000 rands. At a time when State expenditure is being severely cut all round, Mr Rousseau stressed that the increased outlay on training facilities was justified because the better utilization of manpower and increased productivity was "the cornerstone of South Africa's anti-inflation campaign".

To meet the needs of the new and extended centre some 40 teachers will be trained as instructors at the training centre in the African urban complex of Soweto. These will be additional to the 48 instructors already in service.

Major secondary reforms will stress work/study

from Mike Duckenfield

STOCKHOLM

Short, work-oriented courses, which could be linked together to make up a full study programme over a period of years with tuition both in schools and municipal adult education classes, should be introduced to encourage more comprehensive school-leavers to go on to senior secondary learning, according to proposals recently presented to Mrs Lena Hjelm-Wallén, Schools Minister.

The proposals, from a specially set-up project group within the Education Ministry, but also including representatives of the national labour market, welfare and school boards as well as local authorities, mark the first step in what is to be a major reform of secondary education taking place over the next few years.

The central aim of the report, which will be taken up and expanded by a full-scale Government-sponsored inquiry into secondary education starting work this spring, is to further reform the upper secondary schools (*gymnasieskolor*)—only established four years ago—so that they can cater for all and not just the majority of Swedish 16 to 19-year-olds.

In effect, it will mean that virtually all youngsters will get at least two, and as much as four, years' secondary education after the end of compulsory schooling at 16.

The report's suggestions, many of which can be implemented without new legislation, also include plans for the National Labour Market Board to monitor the school and work activities of all 16 to 18-year-olds, guaranteeing them either work or course places during that time. To make tuition more available

and attractive to those who do not already study, youngsters should be allowed to study part-time in the secondary schools on the same basis as adults at present taking part in municipal education classes.

These classes, largely geared to the school's curriculum, are usually held during the daytime or evening in the schools themselves using the same teachers as for regular school classes. In addition, the lower age limit on adult enrolment should be changed from 18 to 16.

Inquiries by the project group showed that of all the 16-year-olds leaving the comprehensives in 1971 the first category to have the chance of completing the two, three or four year lines in the new schools—86 per cent applied to continue studies, but only about 70 per cent of the age group did so directly from the comprehensives.

Although about half of the difference was made up of pupils taking a year or more out to work before continuing with school, this still left 23 per cent of the group who did not enrol at all. In addition, drop-out rates were quite high and by the end of the four-year period only 59 per cent of the 1971 16-year-olds had completed at least a two-year secondary course.

A survey of first year drop-outs found that the wrong choice of course was the most common reason for leaving (24 per cent). Other reasons were: lack of interest (18 per cent), course too difficult (15 per cent), mental or social problems (15 per cent), attractive work offer (10 per cent) and teaching problems (7 per cent). In the second year the main reasons were: tired of school or had marks (50 per cent), competition and stress (22 per cent) and desire to get a job (22 per cent).

Sharp fall in spending growth rate

from Dalbert Hallenstein

VERONA

Annual growth rate of Government spending has declined sharply over the past four years, according to an analysis by the Investment Study Institute.

The Census survey reveals that the growth rate of Government spending remained fairly constant between 1968 and 1973 to 16 per cent and then fell to 15 per cent in 1974. In 1975 it fell to 14 per cent, and for 1976 the figure for 1975 alone was 13 per cent. Government budget estimates with the money 1975 and 1976, that the tendency to cut spending continues.

Confusing analysis shows that, despite evaluation for the decrease, the percentage of total spending on education has not declined, but has increased from 1974 to 1975.

The research group on education, which reports for the first time, was spent by local authorities and 2,838 million by the Education Department in 1974 and 1975.

There is a well-substantiated feeling that the thousands of millions of dollars distributed to the States under "Title I", as the programme is called, are not being spent to supplement municipal budgets for schools in difficult areas, but as substitutes for local spending. In 1974 Congress asked the Office of Education in Washington to do more to evaluate what happened to the Title I money. Through lack of staff, or effort on both the office has dragged its feet, turned out the evaluation to a private research organization, and is now being strongly attacked on Capitol Hill.

Title I is the largest and most expensive area of Federal Government involvement in primary and secondary education in America. The funds available to the 50 States amount to \$2,000 million.

The teachers' union, which is now on the defensive as a vigorous civil rights body the Lawyers Committee for Civil Rights has been studying their spending of Title I funds, backed with money from the Carnegie Corporation, is threatening to sue where it has discovered abuses.

Last week's minor Cabinet reshuffle saw Madame Alice Saunier-Sette, Minister of Education, take the place of M. Jean-Pierre Solon, who has held the post since 1974. M. René Haby, Minister of Education, was replaced by Madame Anne Lesur, who was Secretary of State for Pre-School Education. Her post has been abolished.

Since 1973 Mme Saunier-Sette, 50, has been Minister of Education. She is the first woman to be appointed to one of the 25 posts of Minister of Education, each responsible to the Minister of Education for a large area of the country.

Mme Saunier-Sette finds on top of her desk the new decree on the organization and content of secondary education studies leading to the baccalauréat.

At the Ministry of Education the dropping of the Secretary for Pre-School Education does not mean any change of policy. Recent actions by M. Haby in creating more classes

TV survey links viewing and under-achievement

from John Kirkaldy

SYDNEY

The average Australian child of school-leaving age spent more time watching television than in the classroom, according to a recently published report. The average student watches about 1,095 hours of television a year or about three hours a day.

By the time he or she leaves school at 16, they will have been exposed to 17,250 hours of viewing. The report concludes: "The same child attending school from the age of five and averaging six hours of class time a day will spend only 15,120 hours in the classroom, or 86 per cent of his or her viewing time."

The report, *Television Children*, was compiled by Mr Kevin Tindal, director of the Sydney Teachers' College's Audio Visual Centre, and Mr David Reid, a lecturer at the centre. It is based on two studies made in 1974 and 1975 on 1,156 Sydney children ranging from kindergarten to sixth form.

The report reveals a direct correlation between viewing habits and academic performance. Children in the survey were divided into three categories: under-achievers, average achievers and over-achievers. The survey showed that under-achievers watched 5 per cent (4.52 hours) more television a week than over-achievers. Spread over a school lifetime from five to 16 years, the difference of viewing hours was about 2,820 hours, the equivalent of two and a half years of school attendance.

The authors suggest that "it may be the additional time given to television viewing has had a detrimental effect in school performance, or it could be that under-achievers are more attracted to television as a means of compensation or escape from school and associated activities at which they have not been successful."

Another conclusion suggests that a direct link exists between the time spent viewing and the age of the child, the socio-economic status of his or her parents and the area in which he or she lives.

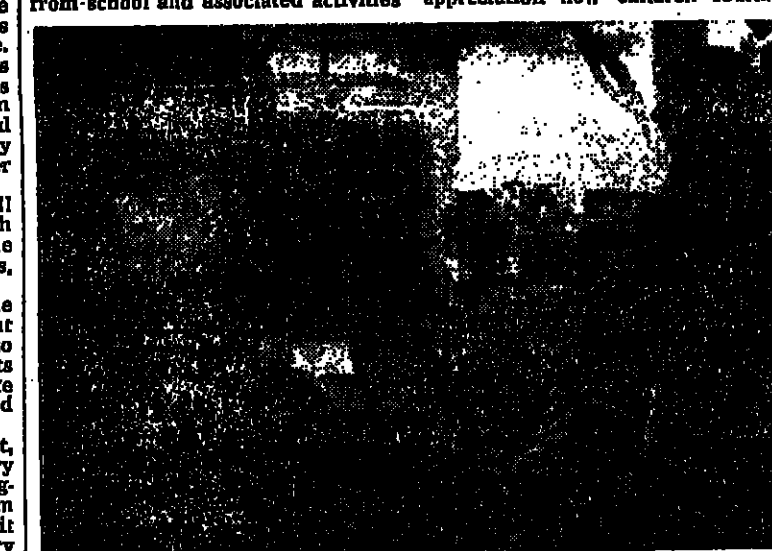
About 20 per cent of the children spend more time in front of the television set than in the actual school and grounds; heavy viewers often averaged 12 hours a day. On the basis of the figures there would be about 1,700 children in the Sydney area averaging 12 hours or more a day.

The report is extremely critical of the Australian television stations and their attitude towards children. "The television industry regards children as consumers to be persuaded rather than people to be educated," it says.

Only 0.5 per cent of broadcast time on commercial television in Australia (in Sydney there are four channels available, three are commercial and the other is the State-run ABC; most country areas only have two channels) is devoted to education. The ABC gives over 15 per cent of its programmes to educational subjects.

The average child, watching 21 hours a week, was exposed to four hours and 12 minutes of commercials or about 218 hours a year. The report says that "the privilege of using the airwaves should also carry with it obligations to provide the community with programmes and services designed as much for the individual viewer as for the advertiser."

"There is little evidence to show that television management have any cogent philosophy of television's educational role or potential or any appreciation how children learn."



Australian children of school-leaving age have on average spent more hours in front of the TV than in the classroom.

There's always someone worse off than you. Us.

Most families have had to make a few economies lately. Tighten their belts and cut out a few luxuries.

Well, with thousands of children to care for, Barnardo's has been hit harder than most families. Unfortunately, we've no more belt to tighten. And we've never had any luxuries to cut out. All we have is children.

They're children of all colours and creeds. For most of them—handicapped, deprived, orphaned or deserted—Barnardo's offers a better chance of a meaningful life. We come in when the State cannot cope.

We feed and clothe them in our homes, educate them in our schools and care for them in our Day Care centres. We find foster homes and arrange adoptions. And still they keep coming.

Ours is not a fashionable business and we certainly don't show a profit. In fact we depend entirely on charity to survive. Your charity, for instance.

Make out a donation right now, or ask us about a Deed of Covenant. Give us a hand running a local fund raising group, if you prefer.

When you help a Dr. Barnardo's child, you can always be sure you're helping someone worse off than you.

We can't give unless you do.

Barnardo's
Britain's largest child care charity.

I enclose a donation of £1 £2 £5 £10 £20 £50
I would like to know more about Wills/Covenants.
I would like to know how I can help Barnardo's. (tick box)
(Make cheque/PO payable to Dr. Barnardo's)

NAME
Please print clearly
ADDRESS

Post to Dr. Barnardo's, B8 267,
Barkingside, Ilford, Essex IG1 1PU



Soviet Union Grade scheme breaks new ground

by John Dunstan

A pilot scheme introducing a radical assessment of teachers' performance has just ended. The trial run affected 66,184 teachers, about 3 per cent of the country's total and 65 per cent of those in the 183 towns and districts selected for it.

After reports on all the teachers were drawn up by heads and examined by staff meetings, panels at district level and commissions at regional level, with opportunities for the teachers to register objections at each stage, the commissions classified them in four groups.

The top 13 per cent of teachers were deemed competent and meritorious; 205 of them were awarded the title of "senior teacher". 90 that of "teacher-methodologist" and 8,507 received the badge for distinction in education and certificates of honour.

The second group, those considered competent, comprised, as expected, the great majority: 43,637 or 72 per cent.

Some 9,667 teachers (14.6 per cent) were assigned to the third category, to be regarded as competent on condition of carrying out certain recommendations.

Teachers classified as incompetent numbered only 78, or 0.1 per cent. Most of these have been assigned to jobs not connected with the education of children. However, these figures are slightly misleading, since in Russian Federation, Georgia, and the Ukraine alone some 320 teachers' merit and resigned.

Some abuses and weaknesses have come to light. Certain heads have tried to use assessment to get rid of people they dislike, and others have submitted inadequate reports, and in some areas the authorities at all levels have been too indulgent with gradings.

These points will be borne in mind as the country now moves to the first year of mass assessment of teachers, 450,000 of whom, or one in five, are due to be vetted in 1976.

TRAVEL
C&T CAMPING
SPECIAL INTEREST
CAMPING TOURS - EUROPE
SCHOOL AND UNIVERSITY GROUP TOURS
FOUNDED 1965
Bonded member of Association Camping Tour
Continental Coach Tours (London) Ltd
139 Earl's Court Road, S.W. 5, 8
PHONE: 01-370-1305/1044

A HOLIDAY IN A TEACHER'S HOME
IN BRITAIN.
HOLLAND, GERMANY,
FRANCE, SWITZ. etc.
International Organisation of travel
Teachers' Association and others
offering their homes for 10, 20, 30
days or longer. All homes are
clean, comfortable, and well
equipped. All homes are in
the heart of the country.
T. H. Hollands, English Market,
25 Bridge Street, London E.C.4

University switch, pre-school post is scrapped

from William Farr

She will be responsible for the implementation of the universities of this decade which complete the reform of the three cycles of university studies, foreseen under the 1968 law on higher education.

For M. Solon, and this may be very relevant to his new post, the importance of the decree is that university studies are given a professional objective based on higher level scientific training instead of being conceived almost exclusively in terms of teaching careers.

Unfinished business which will call for early attention includes relations between the faculties and university entry and the training of secondary school teachers.

The most difficult outstanding question is the re-definition of the status, duties and responsibilities of staff working in the universities, the grandes écoles and other higher education institutions.

At the Ministry of Education the dropping of the Secretary for Pre-School Education does not mean any change of policy. Recent actions by M. Haby in creating more classes

TRAVEL

FOR YOUR 1976 SCHOOL JOURNEY CONTACT

NST

SCHOOL & GROUP TRAVEL SPECIALISTS WHO OFFER

GUARANTEED FIXED PRICES

ON ALL TOURS FEATURED IN OUR 1976 BROCHURE NST GUARANTEES POSITIVELY NO INCREASE WHATSOEVER ON PRICES QUOTED IN THE BROCHURE REGARDLESS OF INCREASES IN CROSS-COUNTRY RATES, FUEL, HOTEL RATES OR DEVALUATION OF THE £.

U.K. AND CONTINENTAL TOURS by BRITISH "SCHOOLCOACH"

The coach joins you at school, remains with you throughout the tour and includes a coach excursion programme at no extra cost. Choose your own programme of visits from our recommended selection.

Many attractive centres still available in AUSTRIA, BELGIUM, FRANCE, GERMANY, LUXEMBOURG, NETHERLANDS, SWITZERLAND and in THE U.S.A.

REQUEST YOUR COPY OF OUR 1976 BROCHURE TODAY

★ FOR YOUR ADDED PROTECTION ★

BOOK ONLY WHERE YOU SEE THESE SIGNS

NST are full members of the Tour Operators and Retail Class of the Association of British Travel Agents. NST are also members of the School and Group Travel Association.

For all school group enquiries please return coupon to:
NST FREEPOST, BLACKPOOL, FY2 0BN
(no stamp required). Tel. No. 0523 95955 (5 lines)
Name of Leader
Name of School
Address
Tel. No.
I am interested in a "Schoolcoach" holiday to
Duration of holiday Date
Approx. size of party Ages approx.

See the Dutch tulip fields at their best. A chance to see famous Amsterdam with canal trip, visit to The Hague, Rotterdam miniature town, Aalsmeer flower auction. Hotel accommodation in beautiful seaside resort of Noordwijk available between April 9th and 10th. Prices including excursions, 5 days tour from £28.99, 6 days tour from £34.99.

EASTER OR WHIT-ECONOMY TOURS

FRENCH NORTHERN COAST 4 days from £28.40, 6 days from £35.50; SWISS OBERLAND 5 days from £28.50; BELGIAN COAST 4 days from £28.50, 6 days from £35.50. VARIOUS TOURS IN BRITAIN, 4 days from £18.50, 6 days from £22.50.

OR IN THE SUMMER

GERMAN RHINELAND 5 days from £28.70, 6 days from £34.90
SWISS OBERLAND 5 days from £28.50; AUSTRIAN TYROL 6 days from £35.50

SEND NOW FOR OUR 1976 BROCHURE. WE WILL ARRANGE A VISIT TO YOUR SCHOOL TO DISCUSS ALL DETAILS (ESPECIALLY VALUABLE FOR HOLIDAY TOURS)

GENTOURS

171 EATON RD., WEST DERBY, LIVERPOOL L12 2AH

phone: 051-220 5491/2

phone: 051-220 5491/2

phone: 051-220 5491/2

phone: 051-220 5491/2

phone: 051-220 5491/2

phone: 051-220 5491/2

phone: 051-220 5491/2

phone: 051-220 5491/2

phone: 051-220 5491/2

phone: 051-220 5491/2

phone: 051-220 5491/2

phone: 051-220 5491/2

phone: 051-220 5491/2

phone: 051-220 5491/2

phone: 051-220 5491/2

phone: 051-220 5491/2

phone: 051-220 5491/2

phone: 051-220 5491/2

phone: 051-220 5491/2

London EC1P 1DQ. Mr. Melvin Laasy

COURSES



WOLSEY HALL
THE OXFORD CORRESPONDENCE COLLEGE

member of ABCC accredited by CACC

GCE, DEGREE & PROFESSIONAL COURSES

Free prospectus from
W. M. M. Milligan MBE, TD, MA

Dept. BD6

Wolsey Hall Oxford OX2 6PR Telephone: 0865-54231

MARIA MONTESSORI TRAINING ORGANISATION
26 Lyndhurst Gardens, London, N.W.3 01-436 3648
Montessori International Diploma Courses
in Child Development and Education
are held in London from October-June each year.
These are Official Courses of the
ASSOCIATION MONTESSORI INTERNATIONALE
and are suitable for all dealing with children: Teachers,
Parents, Psychologists, Therapists, Nurses, Doctors, etc.

This Friday in
The Times
Literary
Supplement
T.L.S.

Richard Cobb:
Three French extremists
Reynier Banham:
Anglos and pueblos
E. H. Carr on Stalin:
Hugh Thomas on Guernica,
Carlyle, Dostoevsky,
J. H. Plumb,
Scottish painters, 'Ragtime'
ON SALE AT
NEWSAGENTS EVERY
FRIDAY

CAMBRIDGE
UNIVERSITY BOARD OF
EXTRA-MURAL STUDIES
Residential courses 1976
to be held in
MADINGLEY HALL
27-28 February:
History from bones
8-12 March:
English applied and decorative
fine arts - silver & porcelain
23-27 March:
Studies in the Cambridgehire
landscape
Leaflets describing these and
other courses may be obtained
from the Director, Board of
Extra-Mural Studies, Madingley
Hall, Madingley, Cambridge
CB3 9AQ

EDU
EDUCATIONAL DRAMA ASSOCIATION
**TWENTY-SIXTH ANNUAL
SUMMER SCHOOL**
"DRAMA COMMUNICATION
AND RELATIONSHIPS"
Directed by PETER SLADE
at NEWLAND PARK COLLEGE
Chertsey St. Giles, Bucks
23rd JULY-30th JULY, 1976
MAIN COURSES
Leaders' Course
General Child Drama Course—develop-
ment of child drama and needs of chil-
dren aged 5-15.
Drama with Handicapped Children.
Peter Slade method of Drama.
ART
This is not a course but an opportunity
a time for the exchange of ideas.
For application forms and further de-
tails, please write to Mr. D. P. FIELDING, 18
Waller Close, Luton, Bedfordshire, Tel.
0525-354 7945.

**EXPERT HOME TUITION FOR
G.C.E.**
and professional examinations
(Accountancy, Banking, Civil
Service, Law, Local Govern-
ment, Marketing, Secretary-
ship, Teachers', Refresher
Courses).
Our exclusive methods of
Home Study have brought over
275,000 examination successes,
many first places. As every
course is completed in 12 weeks,
textbooks are required.
FREE 100-PAGE BOOK
Send now for a free copy of
"Your Career", packed with
vital facts on a successful
career.
THE KAPLAN INSTITUTE
DEPT. HYS TUITION HOUSE
LONDON W14 4DS Tel. 01-497 7772
24-hour Reception Service 01-497 1124
(Prospectus only)
Approved by the Council for the
Accreditation of Correspondence Colleges

TES SPECIAL INSERTS 1976
A complete list of special inserts due for publication in The
Times Educational Supplement in 1976 is now available.
Advertisers or readers who would like a copy of this list
should write to The Advertisement Manager, The Times
Educational Supplement, P.O. Box No. 2, New Printing
House Square, Gray's Inn Road, London WC1X 8EZ.

LETTERS

Professional approach to ILEA reorganization

Sir,—In your leading article "Next steps for London" (1 January) you gave a fair summary of the views of the optimists. As one of these, let me emphasize that this optimism is not just the product of sanguine temperaments; it is based on an assessment of the objective situation.

We have our difficulties and much remains to be done to bring secondary education to a uniformly high level, but there is a recent upward trend in morale in our secondary schools, not to be gainsaid by quotation of individual cases of poor schools. Though, like schools elsewhere, some of ours are short of high-quality teachers in some disciplines, quality and staff ability is improving. Though falling rolls will produce major management problems, they may well help schools with accommodation shortages.

Clearly, the ILEA have to be concerned with strict husbandry and stringent economy; nevertheless the authority have a long-standing reputation for ensuring that resources are provided on a proper scale. It is increasingly apparent that our grammar school teachers are largely approaching reorganization in a most professional and constructive spirit. This last gives us the greatest grounds for optimism.

There are four key issues: temporary help in staffing during the transition from grammar to comprehensive; new materials and equipment; adaptations to buildings; in-service training. The savings to be made from falling rolls and redeploying funds may help us

in regard to the first two. The Government have already sanctioned expenditure of nearly £3m to help with the third.

We are dividing in-service training into three parts:
(1) Programmes for individual schools. Money is available for this. The responsibility is with district inspectors, who are the ILEA officers concerned with all professional matters of reorganization. Experience of my colleagues makes me absolutely confident that this responsibility will be discharged in a first-class way. Indeed, the process has begun and several schools are embarked on their programmes.

(2) Programmes for specialist teachers. To give a full account would occupy too much space, so two examples must suffice. A detailed programme of courses and of sources of advice has been sent to all schools from the history and social sciences team. The science team has just concluded a three-day residential conference, at which every grammar school was represented, to prepare an overall plan. I can assure you no subject area will be omitted.

(3) Centrally-organized assistance. This is the responsibility of my colleague, Mr. Felsenstein (recently an ILEA comprehensive head), myself and our advisory head, Mr. Rudden (also an experienced comprehensive head). Mr. Felsenstein is available on request by fellow district inspectors, especially concerning curriculum analysis and planning, small comprehensives and sixth form cooperation.

Mr. Rudden's particular brief to assist those district inspectors with a disproportionate share in identifying needs and how to service training needs and how to meet them. A two-day conference at Rutter has already attracted a response from 65 heads, a response which we did some "marketing" first.

Your article referred to teaching materials. These are being developed in three ways: within schools in ILEA schemes and nationally commercially. If space permits one could give details of a dozen ILEA developments. A question is not so much one of materials but of discrimination between them. This is where reorganizing schools has an advantage, in that most of them have months in which to prepare.

We are far from complacent. I recognize that if anything is wrong it is likely to be well publicized. Though we hope that we things go well you will continue to notice them. We accept our responsibilities eagerly, with faith in teachers.

As one grammar school science teacher recently at a conference said recently at a conference "I feel part of the ILEA for the first time". Our teachers are on the way to making Inner London secondary education demonstrate at least as good as any in Britain.

T. B. JAGGAR,
Staff Inspector for Secondary Education, ILEA.



"Give the Bill time to settle down and I'm sure we'll see all my boys back on woodwork and all your girls on domestic science."

Don't ask us, please

Sir,—May I through the courtesy of your column air a grievance which must be shared by a large number of schools which, like this, are somewhat specialized establishments.

We are frequently addressed in the following terms by teacher student with essays to write. I quote: "I was wondering if it would be possible for you to advise me where I could obtain some factual, up to date information on the subject—as this I believe has not been widely written about?"

The subject in this case was autism. The fact that this is not even a school for autistic children gives some measure of the degree of effort this BE student had made to find out for herself.

While we do consider it our responsibility to assist where we

can, those actually working in our own and associated fields, this do not go as far as running an advice service for students.

Surely it is a function of the colleges of education to indicate the facilities available for obtaining information, and instruct their students how to use them.

May I also suggest that teachers like autism are too abstract to be written about meaningfully by experienced students.

If tutors could see that students as described above do not occur they would find us much more receptive to requests from their really interested.

MOLLY PALMER,
Headmistress,
John Hargrave School
(for speech and language disorders children),
Worthing, Sussex.

Costing the sixth

Sir,—Prominence was given in the TES to the bar chart showing the size of sixth forms in Oxfordshire, but this is only one of the factors which must be considered in a cost effectiveness appraisal. There are others.

Comparative building and equipment costs need to be made. Colleges appear to be more palatial than schools in both these respects. The latest DES statistics (1973) show that the average salary of the secondary staff was £2,182 and that of the further education staffs £2,453.

In schools, the number of staff is constrained by the L.E.A.'s policy on the overall pupil-teacher ratio. It is possible that, in the schools which are being merged with further education, the staff have been willing to teach larger than average classes in the rest of the school in order to initiate sixth forms.

In colleges it is not only the average number in the group which must be considered, but the number of

non-teaching or part-teaching support staff, technical, clerical, departmental heads, vice-principals and principals whose costs add to the overall cost a pupil.

In short, in secondary education the overall pupil-teacher ratio is much greater than the sixth-form group. In further education the overall ratio is less than the average.

Rationalization of the present system of 16 to 19 education is a most urgent task, but it is more than a simple calculation of the number of students in a group. What would be the cost effectiveness of all students of this age group either remaining at school or going to a sixth-form college with an overall pupil-staffing ratio of 20:1? It is not enough to save groups. How many actual teachers will be saved in schools and how many extra teachers will be required in further education? What are the total implications of policy changes?

M. PERRY,
97 Beechwood, Chesham, Essex.

39 per cent pay rise?

Sir,—It was with some concern that I read your prominent headline "Advisers, psychologists to get 39 per cent rise" (December 19). It is a wildly inaccurate statement.

Certainly no educational psychologist from the Southbury award will get anything approaching 39 per cent. No educational psychologist will get more than half the percentage rise. It is also incorrect to talk of such a rise for all colleagues. Most of them will get considerably less.

Even the small price of the article does not do justice to the facts of the award. To talk of a 39 per cent rise is hardly in keeping with the way of dealing with our colleagues. The full facts were set out in the award.

CONRAD GRAHAM,
Representative for Educational Psychologists on the Southbury Committee.

Hostility to 'the wealth-producing process'

Sir,—In his review of *Philosophers Discuss Education* (proceedings of the 1973 conference organized by the R. I. of Philosophy) Anthony Flew (December 19) objects to R. P. Dardar's ranking of the activities of the "capitalist planning" and the "activities of a Clockwork Orange" as "self-evidently deplorable manifestations of autonomy". Flew suggests that (a) the hostility to the "capitalist planning"

is tantamount to hostility to "the wealth-producing process". Whatever may be the merits of Dardar's examples, Flew can hardly expect to get away with equating capitalist enterprise with producing as such. Wealth is different from enterprise (ancient slavery, capitalism and Soviet communism are examples), and the systems are as much concerned with what type

of wealth is produced and how as they are with wealth itself. Understood in some abstract way, the capitalist enterprise can be a type of question, as Flew is aware. He ought not to depart from his professional standards of inquiry in order to conceal the fact that he is not a philosopher.

Z. A. A. S.,
8 Danes Close, Kirkham,
Preston PR4 2YS.

20/21

Dr Seuss;
women's studies;
under-5s

22

War studies/
Tao of physics

23/26

Books: education;
drama;
special education;
literature;
mathematics textbooks

29/30

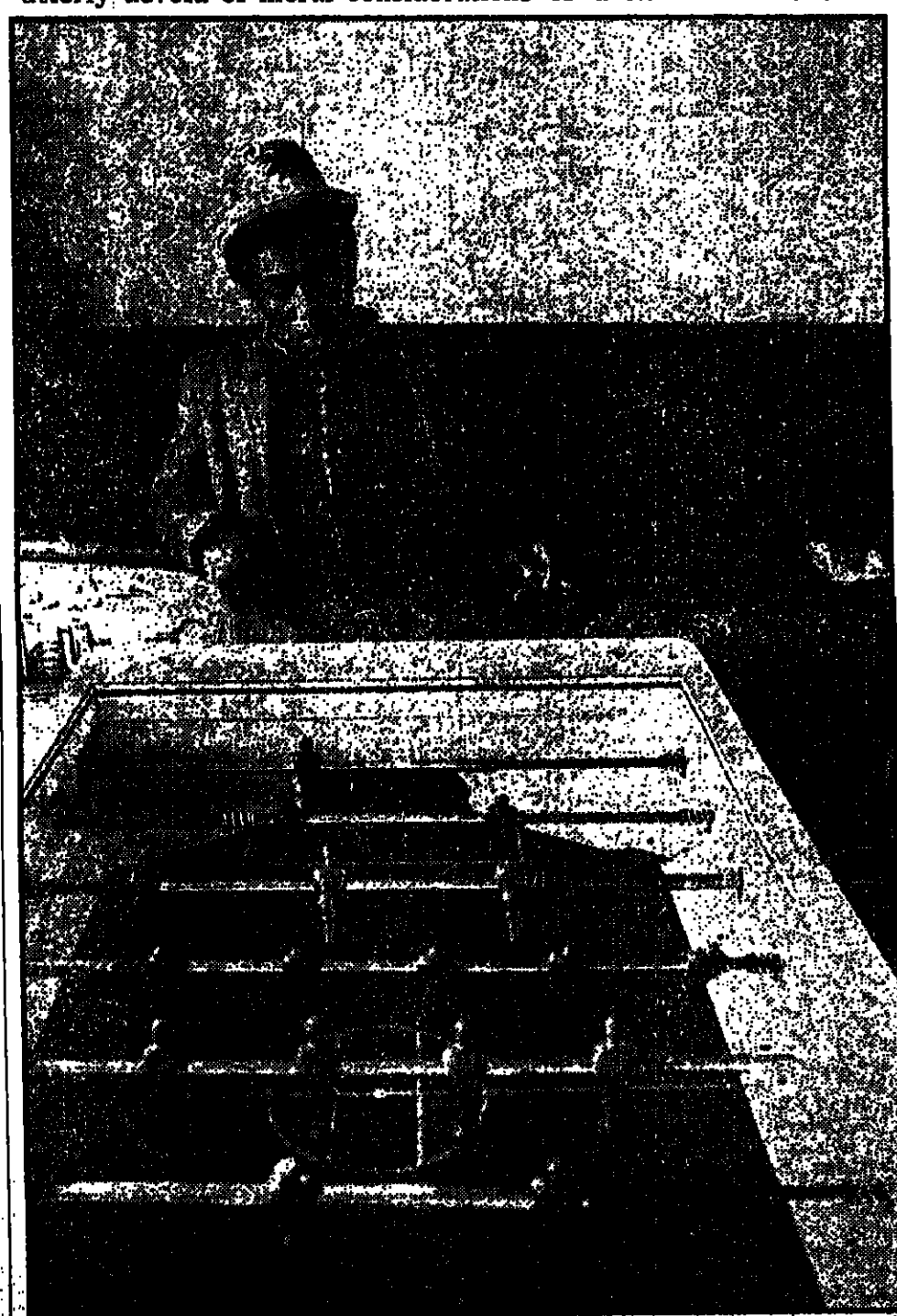
Resources:
toys; history

31

Talkback:
road safety;
conservation;
pop music

Misguided youth

Frank Booton argues that the DES's review of the youth service is 'utterly devoid of moral considerations or a human dimension'



Black youth in Birmingham—ignored by the DES document?

George Halli

The youth service is unique among the public services: since its inception in 1939, it has been administered through a series of related afterthoughts.

Compare it with the administration of state education and social welfare. There, masses of procedural documentation have been drawn up in the respective departments, and structures and philosophies of practice have evolved from a combination of legislative validation and recurrent inquiry.

The youth service, on the other hand, was established by a Board of Education circular and has since been regulated by periodic parliamentary statements and departmental memoranda. Since 1944 there have been less than a dozen reports referring to the service, and of these only one, Albemarle in 1960, was nationally influential.

The only attempt at legislation since the war was a private member's bill which received second readings under successive governments in 1974, yet still failed. Partially as a result of this, however, the DES circulated last year a "discussion paper" on the youth service. The "evidence" submitted as a response to this was issued by the Department recently as a "review" document, preliminary to "further discussions".

Youth workers will feel somewhat let down by this. With customary reticence, the DES have "reviewed" the youth service in 3,000 words. The Department have obviously selected the "evidence" and "summarized" the remainder, until it completely lacks originality. "Discussion papers" and "reviews evidence", without any prior commitment to policy reform, is a lamentably inadequate method of effecting change, even in the smallest sector of the public services. It is cheap in every sense; another example of administration by afterthought.

The document says the education service should remain the prime mover of youth service development. This exemplifies the Department's reluctance to take the initiative in the evolution of the service. That would impose at least a moral obligation to reverse some of the more questionable trends in modern English youth work. Under sections 41 and 53 of the 1944 Act, local authorities have statutory responsibilities for youth. However, since the middle sixties they have been utterly deprived of guidance or policy, with the result that development of the service during the past decade has been confined to ad hoc and localized initiatives.

Authorities found that school-based youth work was the cheapest way of discharging their obligations. Now almost half of all statutory youth work is tied to secondary education, in spite of the grandiloquent intentions of the present Government's 1973 manifesto: "Our first priority will be to accommodate those who have no further contact with the education service after leaving school. Thus all the provision for the 16 to 18 age, including the work of the youth service... will become a separate sector of the education service with its own regulations."

Many authorities are now committed—often reluctantly—to a school-based youth service. However a large, and probably growing, body of opinion within youth work suspects that all categories of young people, but particularly the post-16 age-range, cannot be socialized in school. By not advising L.E.A.s to limit school-based youth work, the DES are reducing the effectiveness of the service as an agency of socialization.

The Department seem to give some support to the idea of a National Youth Council, though they see its purpose as mainly advisory. The history of the service indicates that, where such bodies are devoid of economic independence or

direct access to legislative authority, their advice is worth little.

The advisory function in the service is currently in a critical state. Though almost all aspects of the statutory branches of the service are regulated through the youth officers or youth advisers, in some authorities it is all but irrelevant that they have not kept pace with the increasing specialization, nor have they served the voluntary sector at all well.

Moreover, since local government reorganization, decisions about the service have increasingly been taken within the formal educational bureaucracy. Youth officers and advisers are restricted to the declining statutory (non-school) sectors of youth work, where authorities find their advice worth little, and fieldworkers very often find it worth nothing. The same thing might happen to an

"advisory" National Youth Council—a prestigious but functionally obsolete intermediary between the L.E.A.s and the DES.

The two briefest sections of the document are devoted to the crucial issues of age ranges and voluntarism. The Department apparently have no recommendations to make on what ages the service might work with. Such ignorance expresses the limited worth the service has in a society deeply confused about its conception of youth.

On the voluntary organizations, the Department concedes the "inadequate practical realization of partnership", but again makes no recommendations. Worse, the document fails to recognize the necessity of maintaining within the youth service a vigorous and independent voluntary element as its best source of creat-

vity, with the deepest grasp of traditional youth work philosophy. The voluntary workers are responsible for almost every significant innovation in youth work method and, almost alone, have kept a particular idea of the work alive in this country.

In continuing to rehabilitate those categories of young people that the statutory and school-based sectors of the service cannot (or will not) work with, they have refused to compromise the specifically moral dimension of their philosophy and have survived on shoe-string budgets and very little sympathy from officials. At a time when the education budget lurches insanely towards £4,000m, the £500,000 or so that the DES grants them is an outrage.

The review document offers the following definition of the future role of the youth service: "To provide social education in an informal setting, by offering young people in their leisure time a wide variety of experience, involving both the mental stimulus and the physical challenge which lead to deeper self-knowledge and to a greater awareness of the nature and problems of the social environment."

This would seem to be a piece of convenient cobbling, derived from the classic definition of English youth work provided by Sir John Maudslayi in 1951. "To offer individual young people in their leisure time opportunities of various kinds complementary to those of home, formal education and work, to discover and develop their personal resources of body, mind and spirit, and thus the better to equip themselves to live the life of nature, creative and responsible members of a free society."

The Maudslayi statement was classic, but not definitive. By now it may be obsolete, but for 25 years it gave direction and aim to the service and provided it with a concise philosophy in the formative period of its development. The definition contained a firm image of the adolescent and made tacit assumptions about society. Its basis was an obvious empathy for youth, and an unequivocal confirmation of growth, the very process of youth itself. By comparison, the recent DES definition is a mere plastic declaration of intent, utterly devoid of moral considerations or a human dimension.

Ten years from now, if the review document is remembered at all, it will probably be because of its lack of significance. Those aspects of contemporary youth affairs on which it says nothing are some of the most difficult faced by workers in the field.

No reference is made to community work, and no recognition is granted to the role that the service has adopted in the past 15 years as a pioneer of community renewal. Similarly, the expanding function of social services departments as contributors to youth work receives no reference; apparently their opinion was not even invited. The 1969 Young Persons Act, the most important legislation on the subject for 20 years, is not discussed, and the service's growing referral responsibilities are ignored. Future projects, such as the enormous task of reconstruction through youth that will eventually have to be tackled in Northern Ireland, are not hinted at.

The list of omissions lengthens depressingly. No answers to youth-unemployment; no suggestions on vandalism; no reference to the recent increases in all forms of juvenile crime; nor to the specific difficulties involved in working with black youth.

If you are a youth worker it is likely that you will already be working with the direct results of one or more of these problems. If you are, and you require guidance, then do not look to the "review" document to provide it.

Frank Booton, a former youth worker, is now doing research into the youth service at the University of Sussex.

هذا من اجل

The unkindest cut?

Donald Baker sees a bleak future for the under-fives in the wake of cuts in the nursery programme

Financial cuts in the education service are inevitable in these inflationary days, but the Government have got their priorities wrong and tacitly opted for prestige at the expense of progress. The under-fives have received the unkindest cut of all, losing £10m. And if it were not for the dedicated do-it-yourselfers in the playgroup movement, education for the under-fives might easily wither and perish altogether.

One reason for withdrawing financial support from pre-school education is that there is little prestige in working with under-fives. It is impossible to demonstrate the cost effectiveness and value to society when four-year-olds are encouraged to move out of their shy and solitary world into confident happy relationships with other children. But a polytechnic, equipped with laboratories and the latest technological impediments allegedly required for academic advancement, can produce evidence that it meets the demands of a streamlined, efficient and scientifically planned society.

But the main reason for cutting off money for under-fives is that many educationists and administrators remain unconvinced that what happens to children before five can determine the course of their whole lives. If they were convinced then psychiatrists and group therapists might find themselves out of their jobs.

This lack of conviction is the result of not seeing or admitting the fundamental importance of play in every aspect of human development. Perhaps we only pay lip service to the findings of biologists and psychologists on the significance of play. Clearly enough, the Government will have none of it, hence the lopping at the roots of a service that unpromptedly works towards the building of healthy, happy and balanced lives.

A great deal of research has been done on the behaviour of animals and humans, and studies have revealed the necessity for play. Yet play is all too frequently associated, quite wrongly, with random, uncontrolled playing-about and, in schools, with licence to educational anarchy. Play, however, is both structured and spontaneous. Like animals, we visualise the exploration of the brand new world around us, and by such means we learn about the environment and how to deal with it.

Moreover, if we're lucky, we even learn how to become human, by treating other people as if they have rights and opinions as valid as our own. Learning to live in society is part of the function of play, and one that we are more hypocritical about than any other.

The importance of play in the first five years has been stressed over and over again. Niko Tinbergen, professor of animal behaviour at Oxford University, has urged a return to what he calls "a biologically more balanced form of education". This means recognizing that play both in the animal and human worlds is a determining factor in establishing behaviour patterns, which, in turn, will determine attitudes towards learning as a whole. Professor Tinbergen points out that future societies will need greater adaptability than ever before. And since play in the early years is instrumental in moulding human behaviour which is capable of adapting to changing social conditions, the educational system should provide the maximum opportunities for it. Only in this way will children become

effective members of society, while retaining their own individuality.

Education is still regarded as a means of gaining knowledge and information, especially scientific and technological (though with world technology running out of resources, we may question the validity of this popular view). Even more questionable is the report of the House of Commons Select Committee on higher education, which proposes giving higher grants to postgraduate scientists. Such a proposal reveals the fallacy in our educational philosophy, that intellectual learning is the *raison d'être* of our system. The possibility that learning has something to do with getting on with each other is overlooked or ignored.

Governments have to make up their minds on priorities and where to put their limited money, but while we tacitly believe, in spite of loud protestations to the contrary, that the aim of education is to impart information and that learning how to live as a human being is of secondary importance, the future is bleak.

Official nursery education staffed by trained nursery teachers has always been spasmodic and geographically patchy. Some local authorities not only purport to believe in its value, but actually have tried to do something about it by building nursery schools, or providing classes in primary schools for under-fives. Never the less, the development of nursery education has not progressed nearly as fast as seemed likely a few years ago. Now it seems unlikely to develop at all.

In these circumstances, education for the under-fives will return to the point it reached before Conservative and Labour governments decided officially to improve and extend it. The dedicated amateurs working in the playgroup movement, as once again thrown on the resources of a do-it-yourself educational programme. Fortunately, there is increasing expertise and professionalism in playgroups. Ever since Bella Tutaev wrote her famous letter to *The Guardian* in 1960, the playgroup movement, sometimes cynically described as middle-class and precious, has grown in strength and direction. Pressure from local communities has caused playgroups to proliferate and courses to be started to guide and train those who work in them.

So, typically British, we turn again to the amateur, the improviser, to meet the need for play opportunities in the very young. In these days, life, especially in towns and cities, restricts the use of space for play, while time is of the essence and the extended family of cousins just round the corner no longer exists. The playgroup must artificially create the space, provide the time and the people, so that the human hunger for play can be satisfied and human beings learn to be truly human.

Perhaps, one day, a government will put the educational resources where they properly belong, and if they did not know it, profitably belong with the under-fives. Until then, middle-class or not, the playgroups, good, bad and indifferent, will continue to flourish, and "shades of the prison house" will not close in on children as quickly as they would if the government had everything their own way.

Donald Baker lectures at Weymouth College of Education, and is the author of *Understanding Under-Fives* (reviewed in the *TES* of December 12, 1975).

Laughing your way to literacy

Myra Barrs suggests reasons for the enormous popularity among children of the Dr Seuss books

What is Marvin K. Mooney asked to do? What strange menu is Sam-I-Am particularly keen to promote? Is it socially more acceptable for a Saueech to have a star on its belly or not?

Any addict will be able to answer, and characters, come in all shapes and sizes. Many of them are children, from two-year-olds (who may have started with *Hop on Pop*—the Simplest Seuss for Youngest Use) to teenagers. There is something about the whacky pictures and the fast moving text that gets to all kinds of children and which meets their highest criterion: it makes them laugh.

It is not the same kind of laughter that Spike Milligan provokes—uncontrollable giggles—though both authors use rhyme and constant wordplay. Every Seuss book is essentially a narrative rather than a series of jokes. Much of the fun comes from accepting the laws of the zany world of the books and watching the climax build.

Ted Geisel, alias Dr Seuss, who writes them, says he tries to make every right-hand page a cliff-hanger; one of the outstanding characteristics of the books is their pace, which keeps one turning over eagerly until the end. The child who has experienced the sheer impetus of books that behave like this has learnt a great deal about narrative and its satisfactions. So important is this cumulative effect

that it is not very useful to quote from a Seuss book. Much of the language is oddly flat, perhaps deliberately deadening when taken in small chunks. Who would believe that one of the most popular children's books in the world could open like this?

The sun did not shine.
It was too wet to play.
So we sat in the house
All that cold, cold, wet day.
I sat there with Sally.
We sat there, we two.
And I said, "How I wish
We had something to do!"

Yet this is the beginning of the book about *The Cat in the Hat*, the character who has become the trademark of the Seuss "Beginner Books" series. A tiny, tiny anarchic creature, he accomplishes miracles of naughtiness with complete aplomb, to the horror of the children whose home he is visiting—and clears up afterwards, just as mother steps through the door.

How much would the text alone convey of the story? The pictures are obviously an indispensable part of the total experience. They work insistently with the slightly stilted text making them funnier and richer than they would be by themselves. The rapid cartoon style adds to the overall impression of a book that moves along at a great rate.



Left: from 'Marvin K. Mooney Will You Please Go Now!'

It is what these books have in common with a good comic that makes them so instantly recognizable and acceptable to all kinds of children, including many reluctant readers. The role of the pictures is much more akin to that of comic strip pictures than to that of the illustrations in a more up-market children's book. When you read a Seuss, you "read" the pictures as well as the text. They also inform, supplying a context for the writing and providing support for the reader.

Children who are unconfident readers choose material which allows them to use their skills of extracting information from sources other than print to supplement their efforts in reading. (Foreign language comics are, similarly, an unending source of teach-yourself material for learners of all ages.)

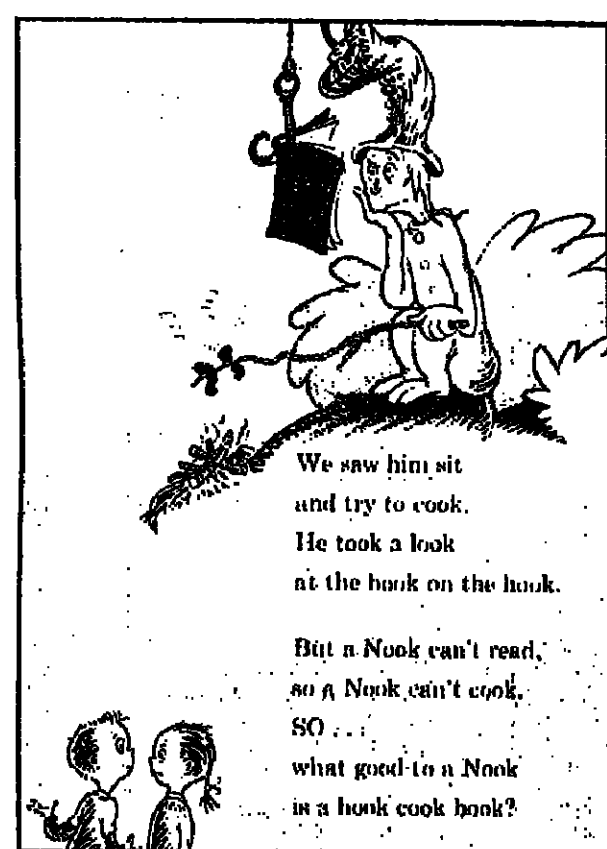
The systematic wordplay of the Seuss

books is also useful to young readers. Jingles and word games are in any case part of the Joycean pleasures of childhood, and the Seuss coinages—of words and creatures—are as readily appreciated as those of Lear and Carroll before them. But the latest phonic practice can take on a Monty Python air in the pages of Beginner Books like *Hop on Pop*. It would be nice to see what this approach could make of some of the notoriously daft lines from earlier primers.

Though the Seuss books appear to be instantly popular with large numbers of children, they are not always liked by adults, and indeed they took a long time to establish themselves in this country. (This has meant that some books have taken very much longer to cross the Atlantic than others: *McEligoo's Pool*, which was originally published in 1947, arrived in England only last year.)

They are brash and noisy; nothing could be more unlike the beautifully tasteful, colour-washed picture books that modern standards of production have made universally available and universally admired. The characters, too, are indefinably vulgar, and the style, for some people, overpoweringly American. But the fact that the voice on the page is an American voice is a positive recommendation to many children. Certainly the cross-cultural appeal of the books is remarkable.

Not all the Beginner Books in the series presided over by the Cat in the Hat come up to the standards set by the Seuss titles. The *Berenstain* books and those of Theo Le Sige can generally be relied on to get a lot of fun out of 300 words. Dr Seuss himself no longer takes any notice of controlled vocabularies, believing them to be unnecessary



Right: from 'One Fish, Two Fish, Red Fish, Blue Fish'

if the writer is able to make himself clear using simple sentences. But the ability to edit a story down to its essentials, and simultaneously to make it readable and witty, is a rare one, as some of the weaker titles in the Beginner Books series reveal.

Some dismal imitations are trickling out in other series too. Nothing is more depressing than forced fun, but this is the new wonder ingredient that the publishers of reading materials have begun to discover. What with this and *The Electric Company*, laughing your way to literacy seems to be the latest educational bandwagon. If only all the comics on board were up to Seuss standard, it might work.

Myra Barrs is English adviser to the London borough of Brent. The Dr Seuss books are published by Collins.

Finding the invisible woman

Zoe Fairbairns and Margherita Rendel on the growing popularity and respectability of women's studies

When schoolchildren chant "Geography is about maps, history is about chaps" they are wiser than they perhaps know. Feminist teachers and students are becoming increasingly aware that it is not just history that is "about chaps", but that many other disciplines that purport to examine the nature of the human race—sociology, anthropology, art, psychology, literature—are primarily concerned (if at all) as an optional extra, a joke, or maybe a specialist interest.

But a recently published guide to women's studies courses in the United Kingdom, and the enthusiastic response to a new research and resources centre in London for people doing research on women, suggest that this may not continue to be so.

The Women's Research and Resources Centre provide an information and referral service for people engaged on research projects concerned with women. At least 500 such projects are known to be in progress, in schools, universities, political groups, charities and private homes. Subjects range from history ("Women in pre-industrial societies") and economics ("Behaviour of the female labour market") to literature ("Portrayal of women in women's magazines") and "Hellenistic women poets", law (on rape, wife beating, marriage) and linguistics ("Sex differences in verbal and nonverbal communication").

Investigations are also being conducted into potentially explosive areas such as

the role of social workers and of the law in imposing sex roles, and the distribution of income within families. The "invisible woman" is being rediscovered; the customary ignoring of women by male-oriented studies is being counteracted by an approach that concentrates on them.

Some publications illustrating this approach are well known. Kate Millett's *Sexual Politics*, published in 1969, considered the then preposterous notion that relationships between the sexes could be considered just as much in terms of power and exploitation as could relationships between races and classes. Elaine Morgan's *The Descent of Woman* (1972) heaped scorn on evolutionists who assume that all meaningful change has occurred in the male of the species, the female merely adapting the shape of her body to suit his sexual preferences.

In 1973 Sheila Rowbotham published her aptly named *Hidden From History*, and in 1974 Ann Oakley gave serious study to housewives as workers in *The Sociology of Housework*, uncovering some ways in which unproven male assumptions and wishful thinking are used as factual baselines for serious sociological study.

Less well known, but equally illustrative of women's determination to rediscover themselves, has been the setting up of specialist groups to examine particular disciplines for sex bias (Women in Science, Feminist History Group, British Sociological Association, Women's Caucus) and the torrents of material that have appeared in feminist magazines, pamphlets and duplicated sheets passed from hand to hand, reporting research into lost women artists ("The Old Mistresses"), heroines ("The Pilgrim Mothers") and even biblical criticism. This course will attempt to estimate the extent to which the contemporary social subordination of women is reinforced

by what they read" (Liverpool University Institute of Extension Studies.)

The Women's Research and Resources Centre are collecting material of this kind, published and unpublished, for a reference library which, despite its present paucity, is constantly in use by researchers, from schoolchildren to trade union officials. The centre also publish a bi-monthly newsletter which gives information about new publications, research and courses, and will grow, it is hoped, into a regular journal of women's studies in Britain.

Fortnightly seminars are held, enabling researchers to give papers on their work in a sympathetic environment. A recent well-attended seminar by a librarian gave a feminist critique of library classification practices which lose or trivialize women by placing "women's position in society" between "etiquette" and "gyms", and class "women in industry" among "social problems caused by economic maladjustment". Future seminars will look at feminist movements in Canada and Israel, women and social policy, and the sociology of clergymen's wives. Many of the founders and organizers of the centre are also involved in teaching women's studies courses at some 60 universities, colleges and institutes, surveyed in a recently published guide, *Women's Studies in the UK*. Extracts from the course descriptions indicate a wide range of subject-matter and approach.

The central theme is sex differences... and their relationship to biological, psychological, social, political and economic factors... specific but not exclusive attention will be given to the position of women... the study of sex differences will be used to illustrate and explore fundamental issues in the social sciences." (Cambridge University.)

This course will attempt to estimate the extent to which the contemporary social subordination of women is reinforced

by what they read" (Liverpool University Institute of Extension Studies.)

The course is designed to be a comprehensive guide to the mature woman who may wish to return to active employment." (Hatfield Polytechnic.)

"The course relates social and economic changes in English history to the family as a basic social unit. The absence of fairly low-level textbooks is both a strength and a weakness, mostly the former since it forces students to confront material without the necessity of conforming to generally held opinions." (Westminster College of Education, Oxford.)

Women's studies are becoming respectable—a far cry from the university administrator who, in 1973, responded to the suggestion with "Women's studies? Why not green studies?" Women's studies, helped by the awareness aroused by International Women's Year, can in turn contribute to the educational work of the Equal Opportunities Commission set up under the new Sex Discrimination Act.

The commission have the power under Section 54 to undertake and assist (financially or otherwise) any research or other activities relevant to the elimination of discrimination, and the promotion of greater equality of opportunity between men and women. Such education and research is needed now to point out the subtle and indirect ways in which discrimination operates, so that it may be seen as "a great social evil" (to quote *The Times*), and ended.

The HMI report on *Curricular Differences for Boys and Girls* (Education Survey 21, 1975) documents the many ways in which boys and girls are treated differently in the educational system, often, as the report notes, limiting without justification the opportunities and aspirations of both sexes. That is what happens in the official curriculum. Glensy Lobban in "Sexism in British Primary Schools" (*Women Speaking*, July,

September, 1975) discusses the hidden curriculum. So-called child-centred primary schools, whether authoritarian or more democratic and progressive, turn out to be boy-centred because boys come to school with more experience of autonomy than girls, and are usually able to make their demands and needs dramatically felt. Attitudes acquired from society at large are thus further inculcated at school, and are again reinforced in further and higher education. Women's studies can help to provide a corrective by analysing the stereotypes in our teaching and research in the materials we use and in our everyday attitudes. *Women's Studies in the UK*—which includes a loosely classified source list of some 600 items used in courses—aims to help those wishing to convene new women's studies courses.

But women's studies are not just about remembering to include women in the history syllabus or refraining from sneering remarks about "lady novelists". They serve to temper the experience of oppression and exploitation by intellectual exactness and to confront the lazy acceptance of conventional wisdom with the actuality of bitterness and humiliation. They are also about using scholarship, teaching and learning, not as weapons but as cooperative, rewarding and rewarded activities.

Zoe Fairbairns is editor of "Women's Studies in the UK"; Margherita Rendel is research lecturer in human rights and education in the Department of Higher Education, University of London.

"Women's Studies in the UK" (60p) is available from 71 Clifton Hill, London NW8 0JN. The Women's Research and Resources Centre, 158 North Gower Street, London NW1 (01-388 0882) welcomes inquiries. Open Tuesdays and Thursdays; please phone before visiting.

22 No drums, no trumpets

Arthur Marwick traces the development of studies in 'war and society'

War and Society: A Yearbook of Military History. By Brian Bond and Ian Roy. Croom Helm £7.95. 0 85664 292 4.

"There is no morality in world history. There are only tides of change born on violence and death. The victors write the history, pass the judgments, and hang or shoot the losers. In truth, history is an endless chain of hegemony shifts based on the decay of old political structures and the rise of new ones. Wars are the fever crises of those shifts. Wars are inevitable; there will always be wars and the one war crime is to lose. That is the reality, the rest is sentimental nonsense." Thus spoke the German General in Herman Wouk's best-seller *The Winds of War*.

Harry Lime, the gangster in *The Third Man*, was perhaps marginally more optimistic: "In Italy for 30 years under the Borgias they had warfare, terror, murder, bloodshed—they produced Michelangelo, Leonardo da Vinci and the Renaissance. In Switzerland they had brotherly love, five hundred years of democracy and peace, and what did that produce—the cuckoo clock." In John Baxter's splendid film *The Shipbuilders*, the less splendid novel *The Shipbuilders*, the less splendid novel *The Shipbuilders*, the less splendid novel *The Shipbuilders*.

In the past few years at least three substantial works, apart from the multi-media Open University course, have appeared under the main title of *War and Society*: M. R. D. Foot's collection of essays in memory of

J. R. Western, who was a pioneer of the teaching of the subject at University level, Richard Pollenberg's book on America in the Second World War, and now the first volume of a new yearbook edited by Brian Bond and Ian Roy. Back in 1968, the Humanities Curriculum Project had pointed the way with an excellent package of documents and photographs designed for use in schools.

Why the fashion? At all educational levels there has long been much talk of the need to break through old disciplinary barriers. There has been much talk, too, of the need to find topics of immediate relevance to pupils and students. Some of the suggestions people have come up with are pretty horrifying in their combination of a priori ideological assumptions, and intellectual weakness. War and Society, though quite a big subject, to say the least, does raise problems, and calls for a cross-disciplinary approach.

The thematic approach is now increasingly popular in history teaching (and the Imperial War Museum has played a pioneering role in laying on presentations suitable for school children of different ages). Five main themes of War (are they inevitable?) The Changing Nature of War (is our present age best described as one of nuclear stalemate or of escalating terrorism?) Civil-Military Relations (can a democracy wage war efficiently?) The Morality of War (will peace research prove more effective than old-style pacifism?) The Consequences of War (does war bring about social change?).

One major academic impulse towards the study of War and Society has come from social scientists concerned with problems of international military strategy, the urban guerrilla, and the development of the military-industrial complex. For some years now there have been annual meetings of the "British Universities' Seminar on the Armed Forces and Society", organized by Gwyn Harries-Jenkins of the University of Hull. The seminar is genuinely international and is linked particularly closely to the pioneer sociological work of J. Van Doorn of the Netherlands, and Morris Janowitz of Chicago. Take by contrast an almighty shambles like the quinquennial World Congress of Historical Sciences held this year in San Francisco and you can see immediately the special value of a thematic tonic like War and Society for fostering genuine comparative study.

A second impulse has come from two different sorts of historians: first, a group of military historians fed up with the "hum and trumpet" reputation of their subject, and anxious to set it in its social context; and second a group of social historians reacting against the old liberal assumptions that

wars were more aberrations in human development. For some years a modest newsletter run by Geoffrey Host of the University of Sussex kept these intrepid explorers in contact with each other.

The next stage, of course, was the planning of a full-scale learned journal, to appear several times yearly. Inflation almost destroyed the project, but thanks to the magnificent rearguard action fought by Dr Bond, it survived to appear in its present handsome form as *The Year Book of Military History*. The editorial advisers had, in fact, advised Dr Bond against using the rather narrow and forbidding phrase "Military History"; however, the fourteen articles contained in this first volume present a good range of styles and interests.

John Hale's opening piece on "The Fighting Potential of Sixteenth-Century Venetian Gallies" is very much historian's history. Interestingly, he comments on the destruction wrought by war itself to the relevant source materials. Often, for the twentieth-century historian, things worked the other way round: it is only in war-time that people start keeping diaries, hoarding letters, etc.

At the opposite pole stands Michael Howard's piece on "Total War in the Twentieth Century: Participation and Consensus in the Second World War". When, at conferences the magisterial Fellow of All Souls rises to his feet, speakers quake: Michael Howard can concentrate into a two minute interjection more devastating wisdom than many lectures put into a whole course of lectures. Michael Howard's control here is more in the style of one of his spunky interjections than of a fully worked out learned paper. Once upon a time Korky the Cat (or was it Big Eggo?) cooked his Christmas pudding without any fruit in it; fortunately he had ten gobs of a tin canister of Christmas pudding with raisins. In rather the same way, Michael Howard seems to have added his apparatus of references as an afterthought to his series of original and sparkling ideas.

Howard's article is the only one to adopt a comparative approach, something definitely lacking in the collection as a whole. In his essay on "War and Italian Society 1914-16", John Whitlam does express the hope that the study of a particular episode in Italian history can perhaps throw light on other societies struggling with the complex issues of war and peace. He succeeds brilliantly in showing how Salandra took the reluctant Italians into what he thought would be a "little war", and how the Italians, despite themselves, became emotionally involved in what turned out to be a "big war".

Ian Roy neatly highlights the significance of popular participation in the English Civil



War in bringing about social change, and other articles covering topics from military relations in France, to a re-evaluation of heroic interpretation of Yugoslav resistance by Steven K. Parker.

Later volumes will contain bibliographies which should be a special boon to those concerned with the teaching of any aspect of war and society. Unfortunately, this bibliographical effort in the present issue on some recent American books, below that peculiar American genre which puts in mind of an aging scowling of mild pretensions presenting the school authorities are praised for "a well paced lively" or a "well documented survey" gently reprimanded because "a final, praiseworthy of the militia is absent"; they live to stand on "the same military port" - then gaze "into diverse historical corridors and uncharted waters".

For the future, one hopes that the *Year Book* will pay more attention to the claims of literature and the arts, and will try to assess their terror of the social sciences. But this is a good beginning, and it demonstrates convincingly the status War and Society holds in the world of education.

Arthur Marwick is Professor of History at Open University.



The buyer who will get most out of the book is one who is educated with special knowledge in disciplines outside the physical sciences, and with a nature curious to what scientifically minded colleagues are not. With general interest in physics, the book is a low club, the book could be a practical benefit to a teacher of physics, but for new ways to present the material, hoping to arouse interest by approach through a side door. Indeed, this reader is left wondering whether that is a Dr Capra's own chief objective all along.

The mysterious dance of the molecules

John Gribbin on science and Eastern philosophy

The Tao of Physics. By Fritjof Capra. Wildwood House £6.55. 0 7045 0142 2.

The current wave of interest in the mysteries and teachings of the East has produced a clutch of publications of varying intrinsic merit; but the confused general reader can take heart—this is not *Zen and the Art of Nuclear Physics* under a different title. Dr Capra's stated reason for writing the book is "a beautiful experience" (p. 14) in which he "saw" the rhythms of air and rocks,

atoms, molecules and cosmic rays as the Dance of Shiva, the Lord of Dancers worshipped by Hindus.

The result of his efforts is a book which, in lucid prose and with the aid of many excellently clear diagrams, explores the basis of modern physical ideas—quantum mechanics, relativity and the like—skims over some teachings from Eastern mysticism, and draws parallels between the two. It can be taken on at least three levels and, to my mind, the most valuable is an introduction to modern physics which can be read by any intelligent person without need of familiarity with mathematics.

In the role of interpreter of, if you like, the "philosophy" of physics today, Dr Capra has, on the evidence, few equals. The dual wave/particle nature of matter, space and time, the relativity of simultaneity, and the complexities of particle interactions in four-dimensional space-time are all explained with the same apparent ease, laying forever the myth that one needs mathematics to understand these concepts (although of course their development has taken place only with the development of appropriate mathematical tools).

There are some small errors and omissions, much worth mentioning in the hope that they might be rectified in any future edition: at least one diagram of particle/antiparticle interactions has a reference to bubble chamber photograph as being "reversed" (p. 194); negative (p. 212) could confuse the non-bubble particle/antiparticle pairs can be created from the void, live twice, and end in mutual annihilation, he misses a glorious opportunity to ponder on the implications of the cosmological theories which see the whole universe

as such a "vacuum fluctuation" or as a cyclic repetition of matter/antimatter phases.

Then there is a second book within the same covers, which mentions in rather less detail the ideas of Eastern philosophy which have some similarity to these concepts of modern Western physics. The idea, for example, that "things derive their being and nature by mutual dependence and are nothing in themselves" or that "the stillness in stillness is not the real stillness. Only when there is stillness in movement can the spiritual rhythm appear which pervades heaven and earth". To me, this is the most immediately interesting part of the book, since it deals with something I know little of; and there is always a fascination in learning how other people think and view the universe.

But there is also a third level to this book: the level at which Eastern and Western thought are brought together and compared, as happens right through the volume, with major and minor streams flowing alongside, and around each other.

This fails to convince me; I have not as yet shared in Dr Capra's vision of the Dance of Shiva, and it is natural to wonder how much of the mess of Eastern philosophy which is not included here would be as relevant to the main argument. But there is certainly room for thought and discussion, and any book which encourages the reader to think, rather than to accept conclusions spoon-fed fashion, is surely to be welcomed.

It is appropriate that such a welcome, thought-provoking volume should have been assembled, with lavish use of diagrams, shelves for years to come. For this, alas, and the book is far from cheap, although at least the buyer can see where his money has gone in production terms.

Deviating from what?

Mary Warnock on some sociologists' over-preoccupation with 'rules'

Deviance in Classrooms. By David H. Hargreaves, Stephen K. Hester, Frank J. Mellor. Routledge and Kegan Paul. £5.50. 0 7100 82754.

A large part of this book is devoted to recorded conversations either between teachers and their classes (in two different schools) or between teachers and the authors (in interview). The result is a book which, though not always elegant, is essentially readable, even by non-sociologists. For it is written from the "phenomenological" standpoint; and this, in the context of sociology, entails a concern with what things are actually like, with how it strikes the participants in the scene to be discussed, rather than with statistics and numbers such as are apparently the concern of the "positivists".

But the book does not set out to be merely descriptive of deviance and its recognition in the classroom. The whole research enterprise is conceived as a contribution to "labelling theory", according to which the investigated group is divided into givers and receivers of labels. In this particular instance, those who give the labels categorize those who receive them as deviant insofar as they seem to be acting in breach of some rule. Labelling theory as a whole

asserts that the naming of certain kinds of person as 'deviant' and the treatment that often accompanies such naming can have particular consequences. And these consequences are often held, according to the theory, to be unintended and undesirable. The self-fulfilling prophecies of teachers feature frequently in arguments against streaming in comprehensive schools. Commonsense, likewise, has long been familiar with the adage about giving a dog a bad name. This, then, is labelling theory.

The authors seek, as far as they can, to avoid all favourable or unfavourable judgments. They claim, first and foremost, to want to find out how teachers actually go about labelling. (The conclusion is that they do it in three stages, called "speculation", "elaboration" and "stabilization".)

But labelling pupils as deviant, of course, presupposes that what counts as a deviant act is understood by the teacher, since judgments of character are based upon what the person does. In the end the authors are inclined to advise that teachers stick to labelling actions rather than people, presumably so that they may not later hate the sin but love the sinner.

In labelling an act as deviant, it is the concept of a rule which has to be invoked. An act is deviant if

it is in breach of a rule, and a deviant person is thus a rule-breaker. The authors make heavy weather of the fact that, when asked what the rules were, teachers and pupils alike tended to cite the list of school rules, generally a pretty short and somewhat circumscribed list, concerned with the marking of property or the producing of absence notes. But, more things which pupils are expected to do or to avoid, so therefore there are many more rules than either teachers or pupils see fit to acknowledge.

But it seems to me that the school is right and the researchers are wrong in this matter. For the researchers adopt an anthropological standpoint, and in observing the behaviour of their subjects, they take any behaviour which seems to be fairly orderly as rule-governed, and any behaviour which is disapproved of, as necessarily in breach of a rule. Such a use of "rule" is somewhat akin to its use in grammar or syntax, and the corresponding use of "rule" in linguistics. You do analogue in linguistics. But it is not a notion which is illuminating with regard to human behaviour in society; and one of its main drawbacks is its circularity. For not only is "deviance" defined in terms of "rule", but "rule" itself is defined in terms of "deviance". Thus, whenever a teacher reprimands a pupil,

it issues some command such as "don't interrupt". It is inferred that there must be a rule which has been broken, even if no-one could state it, and no-one would assert its existence. Is there really a rule against clumsiness, ineptitude, cruelty, lying, day-dreaming, untidiness or forgetfulness? Yet these are the things, among others, which teachers battle with their pupils about.

In the penultimate chapter, the authors look at what happens after the labelling process is complete; and in the final chapter they seek to draw wider implications from their descriptions, and to offer practical advice to teachers in the light of what they have observed. They suggest that further research needs to be done on how both teachers and pupils get to know the "rules", and they engagingly suggest, that perhaps this would mean conducting a similar exercise in primary schools. It does not strike them, apparently, that this miraculous understanding, shared by everyone in the school, is really a matter of understanding language. You do not need esoteric knowledge, or rules or anything else, to know what is meant by "sit down" or "shut up".

The authors modestly admit, in this final chapter, that a lot of what they say may seem obvious to practising teachers (and to others as well, one may add). That being so, it is perhaps permissible to ask whether it was all worth it. For the analyses offered, though obvious enough, are very long-winded. (For example, the typical lesson is said to consist of five phases, the first of which is the "entry phase", concerned with the task of ensuring that the teacher and pupils are assembled in the physical boundaries of the classroom; and so on, for all the five). But is the theory behind it interesting enough to justify the tedium? The answer to this must be that it is not. For the studious avoidance of education, the treating of all conduct as much the same, even the continuous use of the word "deviant", rather than "right", "wrong", "tolerable" or "intolerable" all renders the inquiry totally unrealistic. This non-commitment which will daunt readers, not any obscurity of language.

And as for labelling theory itself, surely it has been far more penetratingly analysed by Sartre, who held of Genet that he became a thief because he was called a thief, and whose pictures of deliberate rule-playing, of self-deception and bad faith have the merit both of being like life, and of having genuine consequences for human conduct. One should not perhaps complain that this is not a philosophical work. My complaint is that it is not a practical work either.

FROM SACRAMENT TO SWORD-PLAY

Martyn Wakelin on the development of medieval drama

The Medieval Theatre. By Glynn Wickham, Weidenfeld and Nicholson. £6.00. 0 297 76778 X. Traditions of Medieval English Drama. By Stanley J. Kahrl. Hutchinson University Library. £3.50. 0 09 119260 9. Paperback £2.20. 0 09 119261 7. European Drama of the Early Middle Ages. By Richard Axton. Hutchinson University Library. £3.75. 0 09 119250 1. Paperback £2.45. 0 09 119251 X.

Out of the whole field of medieval literature, perhaps it is mainly in the drama that there is still room for major exploration. Certainly, much research has taken place since Chambers' foundation laying at the beginning of the century, followed by Young's (1933) and Craig's (1955) substantial works. The process of rethinking medieval drama, shaped the older evolutionary hypothesis in which the plays of the English cycles were seen as emerging from simple liturgical plays, via a stage of open-air, churchyard production, before falling into the hands of secular groups and being performed in thoroughly secular surroundings. Apostles of a revised hypothesis include such names as F. M. Salter and O. B. Hardison, Jr., and it is now usually upon the revision that, to varying extents, writers on medieval drama build.

In spite of the difficulties inherent in giving any account of the development of medieval drama, Professor Wickham has entered this now controversial field with that very aim in mind (though without subscribing to the older hypothesis). The greater part of his book discusses the rise of liturgical drama, the advent of the vernacular cycles, saint-plays and morality plays. "Foundations" are sketched in general terms, but at some length. Although one wonders if all is strictly relevant—even if of consuming interest—it does provide the much-needed background (might not universities offering postgraduate "Medieval Studies" consider Liturgy as one of their options?), and the dramatic aspect of Church art is immediately grasped from pictures such as that of the Monseigneur Christ Pantocrator.

Some of Professor Wickham's generalizations seem somewhat too general, e.g. (p. 60) that the institution of the doctrine of Transubstantiation gave the Eucharist the status of a miracle on a par with those of the Virgin Birth and the Resurrection. Under "foundations" it is sometimes hard to decide just what should be included. Much is rightly made of the Mass, but could one not also dwell on relic-processions, reservation and Benediction of the Blessed Sacrament? Part two of the series, "Theatres of Recreation"—folk festivals, mummers' plays, "sex-games" (disappointingly thin), interludes and the like—as the second great strand of medieval dramatic activity (what, incidentally, the ancient Norse customs (p. 126) which apparently existed when Augustine came to England?). Finally there is a section on "Theatres and Commerce", justified in that commerce, together with religious and recreation, was a predominant and pervasive influence on drama within the period treated. Few aspects of medieval dramatic activity are excluded from this book (the details about production are especially valuable). There are also 24 splendid illustrations and a calendar of modern revivals of the plays.

general, e.g. (p. 60) that the institution of the doctrine of Transubstantiation gave the Eucharist the status of a miracle on a par with those of the Virgin Birth and the Resurrection.

Under "foundations" it is sometimes hard to decide just what should be included. Much is rightly made of the Mass, but could one not also dwell on relic-processions, reservation and Benediction of the Blessed Sacrament? Part two of the series, "Theatres of Recreation"—folk festivals, mummers' plays, "sex-games" (disappointingly thin), interludes and the like—as the second great strand of medieval dramatic activity (what, incidentally, the ancient Norse customs (p. 126) which apparently existed when Augustine came to England?). Finally there is a section on "Theatres and Commerce", justified in that commerce, together with religious and recreation, was a predominant and pervasive influence on drama within the period treated.

Few aspects of medieval dramatic activity are excluded from this book (the details about production are especially valuable). There are also 24 splendid illustrations and a calendar of modern revivals of the plays.

Professor Kahrl's and Dr Axton's books belong to the well-produced Hutchinson's series, "English and European Literature". Professor Kahrl does not attempt the development of medieval drama, but proposes a variety of approaches to it. After an introductory chapter disposing of preliminaries, especially of time and place of complex miracle play tradition and to five enlightening chapters dealing with major theatrical traditions: saint-plays and morality plays, "procession" or "pageant-and-scaffold" the dramatic potentialities offered by these traditions; character and verisimilitude (with a specially topical discussion of the justification of violence in the plays); morality and place; and "of history and time" (an examination of the medieval notion of history, clearly at the background of the cyclic plays).

kind. In general, all of the insights presented here clearly owe much to Professor Kahrl's personal experience of either producing or witnessing the plays ("the dramatic effect achieved at this point is, as I can testify from direct experience, highly satisfying"—p. 81). This book, more than any I have read on medieval drama, gives a vital idea of what to set out to achieve, and the splendour of that achievement.

Dr Axton's much-needed book unashamedly concentrates on the European "popular" drama, and its contribution to religious plays. His own examples "Origins and Traditions" under the headings of "Mimicry" (the art of the professional entertainers: one is glad to see the Cornish "Cherter Fragment" (mentioned here), "Combs" (sword-plays, etc. usually always including the killing and resurrection of a protagonist), "Dancing-games", and concludes with an examination of the early ecclesiastical drama in the hope that, by this approach, the uniqueness of its conventions will be better appreciated.

Part two discusses some of the best European plays of the eleventh to thirteenth centuries—Latin music-drama, religious plays in the vernaculars (Provençal-Latin, Spanish, Anglo-Norman), secular urban drama from northern France, Arras.

Part three considers English medieval drama, both early and late, bringing in the sermon as a clue to the recovery of lost vernacular drama, and illustrating the cycles' debt to liturgical drama, to the non-cycle miracle play tradition and to folk-drama. In the Epilogue, Dr Axton gives a brief review of the achievement of "two crucial non-cycle plays", namely the Croxton Play of the Sacrament and Mankind. It is extremely gratifying to see these neglected pieces receiving attention. In view of the numerous books on medieval drama over the last decades, the fact that those reviewed here can still make a new and exciting contribution is a measure of their success. It is also very pleasant to welcome books on European, not merely British, drama, and on the plays as theatre rather than as merely literary texts.

Just Published

TROUBLESOME CHILDREN IN CLASS*

IRENE CASPARI

Department of Children and Parents, Tavistock Clinic, London Students Library Education £2.95, paper £1.50

DEVIANCE IN CLASSROOMS

DAVID H. HARGREAVES, STEPHEN K. HESTER, FRANK J. MELLOR

University of Manchester £5.50

THE PHILOSOPHY OF OPEN EDUCATION

Edited with an introduction by DAVID NYBERG

State University of New York at Buffalo International Library of the Philosophy of Education £5.75

NB Now available in paperback: Moral Judgment from Childhood to Adolescence by Norman J. Bull £1.95 and Caleb Carrington's What We Owe Children: The Subordination of Teaching to Learning 90p

Lecturers and teachers are invited to write for inspection copies of books marked * to Broadway House, Newtown Road, Henley-on-Thames Oxon RG9 1EN

Routledge & Kegan Paul

SUBTRACTING INSULT FROM INJURY

Seamus Hegarty reviews some books on handicapped children

Mental Handicap: A brief guide. By Brian Kirman. Croom Helm. £4.50. 0 258 96926 1. **Orientations in Special Education.** Edited by K. Wedell. Wiley. £7.50. 0 471 92443 1. **Impairment, Disability and Handicap.** Edited by Dennis Lees and Stella Shaw. Heinemann for SSRC. £4.80. 0 435 82530 5. **The Hyperactive Child: A handbook for parents.** By P. H. Wender. Crown Publishers (New York). £1.95. 0 17 140332 0.

Mental handicap has never been a popular topic. As a medical specialism it has been with geriatrics for many years, but public attitudes have been generally informed by prejudice and distaste. Fortunately this situation is changing and we are beginning to be realistic about our responsibilities with regard to mentally handicapped people. Many more people have contact with the handicapped now and a wide range of professional expertise is brought to bear on their problems. Teachers, administrators, social workers, welfare officers and others besides medical people are involved with them.

Kirman's *Mental Handicap* is addressed to those professional workers who wish to increase their understanding of the problems of handicap. There is as yet little relevant literature for them and Kirman's book would be welcome wherever its quality is, however, a thoroughly competent work and can be recommended without reservation. It is good on facts, and

conveys a great deal of them clearly and concisely, but it is no more encyclopaedic. The discussion is informed by compassion and good sense and the ethical problems raised by mental handicap are considered honestly and unambiguously.

The opening chapters describe normal and abnormal development from physical, intellectual and social viewpoints and map out the causes and symptoms of delayed and abnormal development. The account of chromosomes and elementary genetics is particularly good. Socio-cultural factors are treated rather summarily, as is the problem of culture-free testing. This is a pity in view of the large number of immigrants in this country.

The care of the mentally handicapped is discussed in a sensible and enlightened way. Nowadays we accept that most mildly handicapped are better off at home in their own community. This necessitates greater understanding and tolerance on the part of parents and intimates on the one hand and the public at large on the other.

The chapter on genetic counselling and the prevention of mental handicap is at once realistic and forthright, ranging from smoking during pregnancy to estimating the risk of handicap. Further chapters sketch in the legal background and discuss educational issues and problems of adolescence and citizenship.

An encouraging feature of more positive attitude to mental handicap is the greater concern for educational provision. Special edu-

cation is indeed at a stage where one does not feel constrained to accept with gratitude anything that is done for the handicapped and where thoroughgoing criticism is in order. *Orientations in Special Education* offers just such criticism of a number of approaches to special education. The contributors are British, American and Canadian educators and psychologists.

Two early chapters consider the assumptions implicit in the notion of special education. The discussion is comprehensive, ranging from a critique of traditional medically-based categories for defining handicap to an account of the role of epidemiological methods in studying mental handicap in children. This latter makes considerable reference to the Isle of Wight studies.

There is a good reflective chapter on compensatory education, though the focus is exclusively American. The failure of the "Head Start" programmes is seen as having been inevitable given the weak conceptual base from which they started. A number of other compensatory programmes, including the television series *Sesame Street*, are described and evaluated.

Children differ in the mode of handicap as well as in its extent. To be effective, a remedial programme for a particular child must take account of his specific strengths and weaknesses. The subject of learning disabilities is not a well-mapped one, however, and Wedell attempts to locate it within a coherent framework, relating it to neurological discoveries and the

functional analysis of children's behaviour. There is a long chapter on behaviour modification with special reference to autism, deviant behaviour and mental handicap. The discussion is both comprehensive and detailed but—in view of the book's aims—a little inattentive to the alternatives.

Special education does not require that the recipients be cut off from activities and concerns of their non-handicapped peers. This is something to be avoided as far as possible. Furthermore it must be the aim to make them as independent as possible in adult life. Social and work skills which would ordinarily be taken for granted may need to be taught. The chapters on enrichment methods and vocational and social training will be found useful in this context.

Despite the gaps (eg, diagnostics) and the questionable emphases (eg, behaviour modification) the book will be useful to the educator who wishes to reflect on what he is doing. *Impairment, Disability and Handicap* is a collection of papers read at an SSRC conference on "The Cost of Human Impairment" held at Nottingham in 1973. The field is a wide one and experts from many different areas are involved in it. Thus the contributors include lawyers and economists as well as doctors, psychologists and administrators.

The early chapters deal with the general legal and economic issues involved in coping with injury or disability and in compensating people so affected. Other chapters look at

special cases—exposure to asbestos in industry, personal injury out of road accidents, relative care of home and hospital care for the disabled and the mentally ill.

Two chapters consider the data from a practical viewpoint. The first is a useful appendix on the licence and distribution of drugs in Great Britain and on a cash benefits and services in

the United States. The second focuses rational attention on the injuries and associated damage to the community as a whole caused by the assumptions and criteria involved. A useful spin-off would be that safety measures could also be evaluated in direct practical terms.

American and English children differ in many ways. According to Dr Wender one of them seems to be their susceptibility to hyperactivity. In *The Hyperactive Child* we learn that about 3 per cent of American children are afflicted by the layman but that is sufficient to justify the kind of simplification engaged in by hyperactivity is not such a simple matter as it is often made out to be. Just as usefully, the book (about The Clumsy Child) One sympathizes with the wish to inform the layman but the layman who wishes to be informed must have a more comprehensive (and accurate) account than

descended from Robert Bruce. It had, as she truly put it, more to do with him than with the book. A man's a man for a' that. Poetic poems Burns at some length with Cowper—a period piece. Nor do the provocative things said about Burns by (say) Arnold and Eliot really do anything to enlighten us. But if this is academic consolidation rather than critical pioneering, it reminds us that the former can be enthusiastic, and with characteristic unpretension, indicate new possibilities of interpretation and perspective.

The central essay in the book is certainly David Mackenzie's on "The Language of Burns". He is the editor of the *Scottish National Dictionary* and is very inward with the language of his country's history as expressed in the diction of language, and with the wonderful readiness which Scots have shown to assist at their own cultural funeral (and positively to forward the "eternal" colonization) which has destroyed their always shaky autonomy. David Dalziel is good on one form of Burns's determined resistance to "internal colonization" in his attachment to Jacobitism, which did not fit very well with other aspects of his thought. There is a funny story about the "knighting" of Burns in Clackmannan by an old lady who was

descended from Robert Bruce. It had, as she truly put it, more to do with him than with the book. A man's a man for a' that. Poetic poems Burns at some length with Cowper—a period piece. Nor do the provocative things said about Burns by (say) Arnold and Eliot really do anything to enlighten us. But if this is academic consolidation rather than critical pioneering, it reminds us that the former can be enthusiastic, and with characteristic unpretension, indicate new possibilities of interpretation and perspective.

The central essay in the book is certainly David Mackenzie's on "The Language of Burns". He is the editor of the *Scottish National Dictionary* and is very inward with the language of his country's history as expressed in the diction of language, and with the wonderful readiness which Scots have shown to assist at their own cultural funeral (and positively to forward the "eternal" colonization) which has destroyed their always shaky autonomy. David Dalziel is good on one form of Burns's determined resistance to "internal colonization" in his attachment to Jacobitism, which did not fit very well with other aspects of his thought. There is a funny story about the "knighting" of Burns in Clackmannan by an old lady who was

descended from Robert Bruce. It had, as she truly put it, more to do with him than with the book. A man's a man for a' that. Poetic poems Burns at some length with Cowper—a period piece. Nor do the provocative things said about Burns by (say) Arnold and Eliot really do anything to enlighten us. But if this is academic consolidation rather than critical pioneering, it reminds us that the former can be enthusiastic, and with characteristic unpretension, indicate new possibilities of interpretation and perspective.

The central essay in the book is certainly David Mackenzie's on "The Language of Burns". He is the editor of the *Scottish National Dictionary* and is very inward with the language of his country's history as expressed in the diction of language, and with the wonderful readiness which Scots have shown to assist at their own cultural funeral (and positively to forward the "eternal" colonization) which has destroyed their always shaky autonomy. David Dalziel is good on one form of Burns's determined resistance to "internal colonization" in his attachment to Jacobitism, which did not fit very well with other aspects of his thought. There is a funny story about the "knighting" of Burns in Clackmannan by an old lady who was

descended from Robert Bruce. It had, as she truly put it, more to do with him than with the book. A man's a man for a' that. Poetic poems Burns at some length with Cowper—a period piece. Nor do the provocative things said about Burns by (say) Arnold and Eliot really do anything to enlighten us. But if this is academic consolidation rather than critical pioneering, it reminds us that the former can be enthusiastic, and with characteristic unpretension, indicate new possibilities of interpretation and perspective.

The central essay in the book is certainly David Mackenzie's on "The Language of Burns". He is the editor of the *Scottish National Dictionary* and is very inward with the language of his country's history as expressed in the diction of language, and with the wonderful readiness which Scots have shown to assist at their own cultural funeral (and positively to forward the "eternal" colonization) which has destroyed their always shaky autonomy. David Dalziel is good on one form of Burns's determined resistance to "internal colonization" in his attachment to Jacobitism, which did not fit very well with other aspects of his thought. There is a funny story about the "knighting" of Burns in Clackmannan by an old lady who was

descended from Robert Bruce. It had, as she truly put it, more to do with him than with the book. A man's a man for a' that. Poetic poems Burns at some length with Cowper—a period piece. Nor do the provocative things said about Burns by (say) Arnold and Eliot really do anything to enlighten us. But if this is academic consolidation rather than critical pioneering, it reminds us that the former can be enthusiastic, and with characteristic unpretension, indicate new possibilities of interpretation and perspective.

25 Books/Literature

THE BUSINESS OF A WOMAN'S LIFE

Rosemary Hartill on the Brontës

Unquiet Soul. By Margot Peters. Hodder and Stoughton. £5.95. 0 340 20087 1.

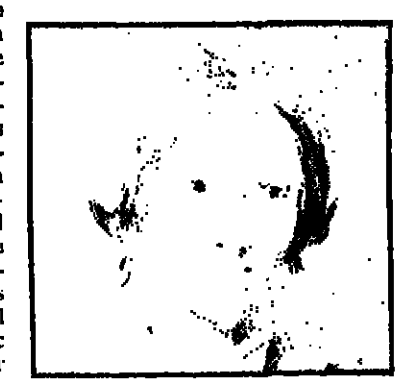
Anne Brontë. By Winifred Gerin. Allen Lane. £7.00. 0 7139 09773. Paperback £3.00. 0 7139 9978 1.

Unquiet Soul, a biography of Charlotte, is one of the most moving and illuminating books ever written about the Brontës. Most of us are familiar with the bare facts of the Brontë story—the isolated home on the moors, the tragic deaths, the wasted talent and finally the evolution of genius—but what is remarkable is the life Margot Peters breathes into her subject. She recreates in our minds and hearts a woman who, fettered by the restraints of society, of her sex and her own nature, spent her life bravely trying to reconcile her passionate longings with the realities of her existence. This book will be an enduring tribute to the tragic and heroic dimensions of her courage.

It is the narrative quality of this biography that is so absorbing. Margot Peters has a rare flair for telling a story; she writes with fluency, pace and humour. But, beyond that, she has achieved a sympathy and understanding of Charlotte's frustrations and sufferings that is truly creative. In the process of extensive research, she has absorbed all Charlotte's work—her letters, poetry and novels—and drawn a portrait of her private world from the clues these and other sources reveal. In spite of the dangers of this method, in the case of such a subjective and emotional artist as Charlotte Brontë, it is difficult to know how else a biographer could proceed. The dangers do threaten (did Charlotte identify so totally with Jane Eyre?) but they are mitigated by the author's prevailing objectivity and wit.

Charlotte is shown not only as a suffering genius, but also as rather an egocentric woman, sometimes blind and prejudiced to people around her. We see things not only as she saw them, but also as other people saw her, and the contrast makes for some enjoyable reading. Charlotte's view of "well-bred people" was that (figuratively speaking) they appear "to walk on their heads, to see everything the

wrong way up". As for "well-bred people", one Mrs Brookfield amused half London with her description of her encounter with the famous author. "Do you like London, Miss Brontë?" she asked Thackeray's timid and uneasy guest after a long, embarrassing silence. Another silence, a pause, then Miss Brontë answered very gravely, "Yes and no". The host by this time had sneaked out to his club.



None of the Brontë children ever managed to cope successfully with the outside world. Branwell collapsed completely under its pressures, Emily withdrew into her mysticism, and Anne put her hope in salvation in the next life. Of them all, Charlotte tried hardest to face and bear it. She was doomed from the first. Though possessed with genius, sensitivity and passion, she had no looks, no money, no connections, no opportunity of earning a respectable living except as a governess—a position she abhorred. Her prospects were almost as bleak as the view from the parsonage. Even as a writer, she could hope for no encouragement; the prejudice against her sex was virulent and ingrained. "Literature cannot be the business of a woman's life, and it ought not to be," wrote Southey, then Poet Laureate, to the eager, as yet unpublished, Miss Brontë. "The more she is engaged in her proper duties, the less leisure will she have for it and recreation." But for Charlotte's tenacity and courage in this, as in everything, the work of all the Brontës would have been lost long years ago, tossed out as rubbish by Mr Brontë's unsentimental successor. In spite of Charlotte's success on publication, how ironic it is that her

track of. He is particularly good on the *Crow* poems, which he places, naturally, in their context in the development of Hughes's work but also, helpfully, fits into their other, hidden context of a largely unwritten, partly unformulated prose folk-tale cycle. This gives us something like a skeleton key to the mythology of *Crow* and related pieces, and, in particular, makes clearer than ever before the relation of the poet to the *Crow* person, explaining apparent and less apparent inconsistencies by which *Crow* is sometimes hero and sometimes villain, sometimes to be taken as the poor spokesman, but often as a dramatic voice or a device for some kind of ironic understatement.

The book comes breathlessly up to date with the latest little gatherings, published in 1973 and 1974; now we can only await with interest and the certainty of illumination, Dr Sagar's comments on the promised publication of *Orghast*, Hughes's text for Peter Bronk's extravaganza at Porcupine, written in a new synthetic language, and his fiercest essay yet into the dark, melting obscurity of Hughes's poetry. Dr Sagar can make sense of it if anyone can.

That is what we have here. Dr Sagar discusses the five major collections in order, and provides a useful guide to the large number of off-shoots characteristic of our modern poets, who seem increasingly to publish in dribs and drabs of limited edition pamphlets, which are difficult of access and hard to keep

marriage to her father's curate finally proved Southey right. Her death from severe early morning sickness in pregnancy—an illness thought to be aggravated by psychological factors—might well have been her unconscious solution to a last conflict she knew to be irresolvable.

Margot Peters writes strongly on Charlotte's rebellion against Victorian society's views on what women should and should not be, should and should not feel. More over she never relapses into seeing Charlotte's ambivalent attitudes as the opinions of an avant-garde women's libber. Charlotte's instincts warned against her own innate sense of duty and decency.

I only wish more time and space in this biography had been given to the place of religion in Charlotte's life. Like both Branwell and Anne, Charlotte went through a period when a conviction of eternal damnation swept over her. The tone of her religious writing is terrible, not only in its own right, but also in its terrible experience is light, even humorous. It is one of the rare places where the author deserts her. Much of Jane Eyre is about the conflict of religious duty with personal inclination and desire. About this, too, Margot Peters has little to say. But she leaves the last word to Matthew Arnold:

*April showers
Rush o'er the Yorkshire moors.
Stormy, through driving mist,
Loom the blurr'd hills: the rain
Lashes the newly-made grave.
Unquiet souls!*

In the dark fermentation of earth,
In the never idle workshop of nature,

In the eternal movement,
Ye shall find yourselves again!

Anne Brontë, like Emily, saw most of her life in terms of the eternal movement. For years (and Charlotte was partly to blame for this) she was neglected by fine critics and biographers. But a fine biography by Winifred Gerin restores her to her rightful place as a worthy sister to Emily and Charlotte. Gentle, self-effacing and deeply religious, she wrote novels and poems astonishing for their forthrightness and independence. Though the interpretation of the affair between Branwell and Mrs Robinson (his and Anne's employer) is not entirely convincing, and Aunt Branwell is rather shadowy, this authoritative and widely researched biography remains the standard and most respected account of Anne. It is available in both hardcover and paperback.

IN THE CROW'S NEST

John Russell Taylor on Ted Hughes

The Art of Ted Hughes. By Keith Sagar. Cambridge University Press. £5.90. 0 521 20714 2.

At first glance, one might think it is a little early for a major book about the poetry of Ted Hughes. Or, what is worse, a merely modest gesture, a response to the sudden success among campus audiences of *Crow* and *Wodwo*, which fit very neatly into the recent preoccupation with myth, old and new. But Dr Sagar does well to remind us that Hughes, born in 1930 and therefore the same age as Harold Pinter (who can already boast a shelf-full of books devoted to his work) is no longer just a promising young poet; he has published over 400 poems (several times more than Eliot's entire output) and is already at the age at which D. H. Lawrence's career ended. Point well taken, especially when one considers that there is certainly nothing merely modest about Dr Sagar's treatment of the oeuvre in this very serious and frequently rather heavy-going book.

Dr Sagar's main preoccupation, apart from Hughes, has been Lawrence (his much-praised *The Art of D. H. Lawrence* came out in 1966), and he makes many illuminating parallels between the two poets, in particular in their shared response to the mystery and otherness of animal life and the secret life of things. Hughes is a very conscious poet, vividly aware of his literary background and his place in it, in particular in their shared response to the mystery and otherness of animal life and the secret life of things. Hughes is a very conscious poet, vividly aware of his literary background and his place in it, in particular in their shared response to the mystery and otherness of animal life and the secret life of things. Hughes is a very conscious poet, vividly aware of his literary background and his place in it, in particular in their shared response to the mystery and otherness of animal life and the secret life of things.

Among this week's contributors: Rosemary Hartill is the author of an edition of Emily Brontë's poems and an edition of Seamus Hegarty's *Orientations in Special Education*. John Russell Taylor's most recent book is *Directors and Directors*. Alan Sherlock teaches mathematics at Millfield school. Martyn Wakelin has revised *Beginnings of English Literature*. W. Renswick and H. Orton. Mary Warnock is leading a Commission Inquiry into special education.

Among this week's contributors: Rosemary Hartill is the author of an edition of Emily Brontë's poems and an edition of Seamus Hegarty's *Orientations in Special Education*. John Russell Taylor's most recent book is *Directors and Directors*. Alan Sherlock teaches mathematics at Millfield school. Martyn Wakelin has revised *Beginnings of English Literature*. W. Renswick and H. Orton. Mary Warnock is leading a Commission Inquiry into special education.

January books from

BATSFORD



ROMAN ROADS
By Ronald Christy
Of all the visible remains of Roman civilization, none are more striking than the Roman roads. This wide-ranging study, originally published in French, which covers the whole of the Roman Empire, and contains an exceptionally full bibliography, will be indispensable to all professional or serious amateur archaeologists. Individual chapters deal with the problems of the Roman road, its construction, its maintenance, and its use. A detailed regional survey of roads throughout the Empire, life on the road, from vehicles to stations and inns. The author concludes with a discussion of the historical significance of the Roman roads. The index has been updated and modified by Professor A. E. Rieu of the University of Leeds who also contributes a foreword to this English edition.
274pp 8 1/2" photographs 33 diagrams and maps £4.50

A WORLD OF INFLATION
By Geoffrey Maynard and W. W. Rostow
No book could be more topical and valuable than this description and analysis of inflation since the end of the Second World War. It is true that Professor Maynard and his colleagues do not make specific policy recommendations to deal with the serious inflation currently afflicting the industrial world. Instead they analyse in general terms the nature of the economic policies required to counter short and long-run inflationary pressures. Professional economists will find here a close description and analysis of inflation supported by an economic examination of the theoretical and empirical evidence. The book is written in a lucid, accessible, lucidly presented in a manner which the interested reader may approach without repugnance.
336pp 16 line illustrations 60 tables £4.50

QUILLING
The Art of Paper Scroll Work
By Deborah Aron
Take a narrow strip of paper, wind it round a knitting needle, allow the resulting coil to spring open and you have the basis of an ancient and decorative art—the art of quilling, of paper filigree. Here we give complete instructions on the basic techniques of the craft and its application, not only to an astonishing variety of attractive objects—brooches, necklaces, earrings, mobiles, greeting cards—but also to the charming decoration of such things as boxes, mirrors, trays and lampshades.
120pp 128 b/w photographs 6 diagrams £3.75

SCREEN PRINTING TECHNIQUES
By John Turner
Silk Screen has for long specialised in screen printing. Here he explains and illustrates the basic techniques. He shows how the necessary skills in their simplest forms are really acquired, in succeeding sections of the book, the author gives details of: The Screen Frame; The Mesh; The Emulsion; The Baseboard; Ink and Printing Surfaces; Indirect Stencil; Direct Stencil; Registration and Printing; Tools and Materials; Stencil and Cleaning; and Workbench Equipment. A glossary, bibliography and list of suppliers of materials and equipment complete the book's usefulness.
120pp 4 colour 135 b/w photographs 18 diagrams £4.95

Batsford offer a free inspection copy service to all teachers and librarians in the U.K. Write to the address below:

BATSFORD
A Fitzhardinge Street London W1H 0AH

Special offer to the Head of Mathematics

Oxford University Press
Comprehensive course for comprehensive schools (but we won't stop any others using it)

Modern, mixed-ability mathematics

from OUP

We think that in Oxford Comprehensive Mathematics we have the best course on the market; naturally we want you to see for yourselves. We are offering you OCM Book 1 + OCM Workbook 1 + a colour brochure + a contents matrix of the complete course.

We will send you all these FREE, without any obligation, as an introductory offer. Please fill in the slip below and send it to us. Offer closes 31 March 1976.

OCM from OUP

Name

Address

Educational Division, Oxford University Press,
Walton Street, Oxford

SOCIALLY DISRUPTIVE

Hilary Finch

Four recently published books on handicapped children all aim to help parents and teachers who realise (in the words of the preface in *Spina Bifida*) that "if we know what we must cope with, we can cope".

Spina Bifida by Nancy Alton Allen and Unwin. £4.95. 0 618013 3. Paperback £2.80. 018014 1. is a well-planned, comprehensive survey of the treatment and care of spina bifida children. Encouraging hints for parents on attitudes to their children and career possibilities are interwoven with detailed information on the disease and medical, educational and social help. This is amplified by various family stories, while the bibliography and appendices provide opportunities for further research. A glossary and clear diagrams enable the layman, teacher or parent, to understand the more technical medical passages.

Your Child With Asthma by Simon Geoffrey (Heinemann) £1.25. 0 433 12300 1. aims to give a straightforward account of this disease. It is based on the author's experience of answering questions from parents and teachers, and succeeds in presenting information concisely in its three major parts: medical description with case patterns, investigation and treat-

ment, and roles of parent and teacher. The first part, rather in the style of a biology textbook, is brief enough to be palatable and includes a useful myth-dispelling section on the rules of allergy and emotional factors. A terse list of rules for parents at the end will also be valuable for teachers.

Handicap and Family Crisis by Stephen Kew (Pitman Publishing) £4.50. 0273 00801 3. diverges from the traditional approach to the subject of handicap by concentrating on the family of the handicapped child rather than on his individual needs. Viewing the birth of a handicapped child as a "disruptive event" in the life of the family, the author urges parents and welfare services to look more closely at the sociological side of the problem. The book is most useful when analysing the child's behaviour and the parents' reactions, but is, perhaps, a little too academic to be of immediate use to parent or teacher.

Help for the Epileptic Child by Jorge Lago (Heinemann) £2.50. 0 433 12300 1. aims to give a straightforward account of this disease. It is based on the author's experience of answering questions from parents and teachers, and succeeds in presenting information concisely in its three major parts: medical description with case patterns, investigation and treat-

WHISKY, WORSHIP AND WIT

Edward Neill on Robert Burns

Critical Essays on Robert Burns. Edited by Donald A. Low. Routledge and Kegan Paul. £4.25. 0 7100 8109 X.

Burns had an appropriately astringent attitude towards "erle folk" and "college usses". It has, in general, frightened away the good burghers who are the staple of his diaries of literature. In doing so, he may have merely encouraged a variant folly, which we might call the whiffled flouting of the cultural effigy.

This book is much too objective, disinterested, well-informed and intelligent for that label to stick. If it does rather preach to the converted, the lesson is uncommonly well taught. If occasionally patronizing, it is surely unintentionally so. (One contributor refers to Burns as a "simple man"; Thomas Crawford, extremely interesting on the "hateful" stage of contraries, in the "Epistles", seems rather to infer from the contrasts of feeling and attitude that Burns was just a poor, confused clod.) If it is a poor, confused clod, it is parochial, it is proudly and consciously so, a pendulum-swing away from the ineffably superior Arnoldian dismissal of Burns's world of "Scottish drink, Scotch religion and Scotch manners".

Still, it is perhaps a little suspicious that Burns's poetry does not seem to evoke that of other great poets, though John D. Baird compares Burns at some length with Cowper—a period piece. Nor do the provocative things said about Burns by (say) Arnold and Eliot really do anything to enlighten us. But if this is academic consolidation rather than critical pioneering, it reminds us that the former can be enthusiastic, and with characteristic unpretension, indicate new possibilities of interpretation and perspective.

The central essay in the book is certainly David Mackenzie's on "The Language of Burns". He is the editor of the *Scottish National Dictionary* and is very inward with the language of his country's history as expressed in the diction of language, and with the wonderful readiness which Scots have shown to assist at their own cultural funeral (and positively to forward the "eternal" colonization) which has destroyed their always shaky autonomy. David Dalziel is good on one form of Burns's determined resistance to "internal colonization" in his attachment to Jacobitism, which did not fit very well with other aspects of his thought. There is a funny story about the "knighting" of Burns in Clackmannan by an old lady who was

EASY BLEND

Integrate! by Gerald Haigh (Allen and Unwin) £3.25. 0 04 571031 X. Paperback £1.50. 3701032 8. is not the author declares, a scholarly work; but he is wholeheartedly committed to his subject. The reader who requires a subjectively studies courses will profit from the book: the short chapters are easy to read and to assimilate.

Taken as a whole, the material could be enhanced by more examples drawn from the writer's experience. These might serve to explain Jon Trewin's opening remark that journalism is a glamorous job, annoyingly unexplained in the text as it stands.

This is a reliable guide for anyone considering journalism as one of several possible careers. Readers who have decided to join a paper might prefer something more idiosyncratic. The bibliography is comprehensive.

Aspects of Education No. 20: Education of handicapped children. By Alec Williams (University of Hull) £1.00. 0 85958 202 7. is a collection of essays covering identification, the handicapped child, the ordinary school, and the special school. Each essay can, necessarily, be said to be a study in itself, but the book as a whole is a study in the excellent bibliography.

Among this week's contributors: Rosemary Hartill is the author of an edition of Emily Brontë's poems and an edition of Seamus Hegarty's *Orientations in Special Education*. John Russell Taylor's most recent book is *Directors and Directors*. Alan Sherlock teaches mathematics at Millfield school. Martyn Wakelin has revised *Beginnings of English Literature*. W. Renswick and H. Orton. Mary Warnock is leading a Commission Inquiry into special education.

Among this week's contributors: Rosemary Hartill is the author of an edition of Emily Brontë's poems and an edition of Seamus Hegarty's *Orientations in Special Education*. John Russell Taylor's most recent book is *Directors and Directors*. Alan Sherlock teaches mathematics at Millfield school. Martyn Wakelin has revised *Beginnings of English Literature*. W. Renswick and H. Orton. Mary Warnock is leading a Commission Inquiry into special education.

PIAGET

Now available

PIAGET, EDUCATION AND TEACHING

D. W. McNally

Presents Piaget's theory in terms that can be understood by a student making an initial study of Piaget in sociology or education.

Handcover, £2.95

Harvester Press,
20 Stamford Terrace,
Hemel Hempstead, Herts.

GLAMOUR OR GRIND?

Joanna Lyall

Journalism. By Jon Trewin. David and Charles. £4.50. 0 7153 6891 5.

The latest title in the David and Charles' Professions series, *Journalism*, provides a basic introduction to the workings and development of newspapers.

The writer, a journalist with *The Times*, gives faithful pictures of his colleagues at work, ranging from the cub reporter in the provinces shouting questions at a centenarian, to the picture editor of a national paper enthralling over a particularly dramatic print.

He supplies basic tactics on how to get on to a paper and what to expect there, and an original section on public relations and methods of gathering news. Some

slightly glib writing on the future of journalism is countered by a refreshingly critical piece on the economics of the press. The chapter on editors, well supported by quotes from editors past and present, is truly fascinating.

Taken as a whole, the material could be enhanced by more examples drawn from the writer's experience. These might serve to explain Jon Trewin's opening remark that journalism is a glamorous job, annoyingly unexplained in the text as it stands.

This is a reliable guide for anyone considering journalism as one of several possible careers. Readers who have decided to join a paper might prefer something more idiosyncratic. The bibliography is comprehensive.

Integrate! by Gerald Haigh (Allen and Unwin) £3.25. 0 04 571031 X. Paperback £1.50. 3701032 8. is not the author declares, a scholarly work; but he is wholeheartedly committed to his subject. The reader who requires a subjectively studies courses will profit from the book: the short chapters are easy to read and to assimilate.

Taken as a whole, the material could be enhanced by more examples drawn from the writer's experience. These might serve to explain Jon Trewin's opening remark that journalism is a glamorous job, annoyingly unexplained in the text as it stands.

This is a reliable guide for anyone considering journalism as one of several possible careers. Readers who have decided to join a paper might prefer something more idiosyncratic. The bibliography is comprehensive.

Aspects of Education No. 20: Education of handicapped children. By Alec Williams (University of Hull) £1.00. 0 85958 202 7. is a collection of essays covering identification, the handicapped child, the ordinary school, and the special school. Each essay can, necessarily, be said to be a study in itself, but the book as a whole is a study in the excellent bibliography.

Among this week's contributors: Rosemary Hartill is the author of an edition of Emily Brontë's poems and an edition of Seamus Hegarty's *Orientations in Special Education*. John Russell Taylor's most recent book is *Directors and*



Junior Department,
King's Heath Primary School,
Birmingham.

ESSEX COUNTY COUNCIL NORTH EAST ESSEX AREA

Colchester St. Benedict's R.C. (Aided) Secondary School, Northern Way, Colchester (Roll 380) Group 7.

Head

Applications are invited from suitably qualified and experienced teachers who are practising Catholics for appointment as Head with effect from 1 September 1978.

A proposal to reorganise the school as a comprehensive school catering for the 11-16 age range from the beginning of the Autumn Term 1978 is under consideration by the Secretary of State.

Generous grants for removal, lodging and disturbance expenses are payable in approved cases. Closing date 6 February, 1978.

Application form (and further details) obtainable from, and returnable to, the Area Education Officer, Park Road, Colchester, CO3 3UP.

Adams School, Wem
Comprehensive—Group 11—Roll 950 (Mixed)
Headmaster Designate—C. E. Aspinall, M.A.

Applications are invited from suitably qualified men and women for the following posts:

DEPUTY HEAD (TWO POSTS)
—One for Easter 1978
—One for September 1978

HEAD OF LOWER SCHOOL
(Scale 4)—For September 1978

HEAD OF FACULTY OF MATHEMATICS & SCIENCE
(Scale 4)—For September 1978

HEAD OF ENGLISH
(Scale 4)—For September 1978

Application forms and further particulars are available from the Headmaster Designate at Adams' Grammar School, Wem, Shropshire, SY4 8DU. (Footscap s.a.s. please).

Salop County Council

INNER LONDON EDUCATION AUTHORITY

Re-advertisement

CLAPTON PARK (SG) SCHOOL, HACKNEY
(Group 10)

HEAD DESIGNATE OF CLAPTON GIRLS' COMPREHENSIVE SCHOOL (Group 12)

The Headship of Clapton Park School is vacant from Easter, 1978, and provides an opportunity for an outstanding applicant to develop a new six-form entry girls' school. The appointment will be in two stages. Initially the appointment will be to Clapton Park School (Group 10). From September, 1977, it will be to Clapton Girls' Comprehensive School (Group 12).

Clapton Girls' Comprehensive School is being created from Clapton Park School and John Howard School.

Initially salary will be not less than £8,075 to £8,631 (including allowances). From September, 1977 it will be not less than £8,455 to £9,011 plus appropriate allowances.

Please send addressed footscap envelope for application form and further particulars to the Education Officer, EO/T510, County Hall, London SE1 7PJ.

Closing date for applications, January 30, 1978.

Headship

DORSET

OAKMEAD SECONDARY, BILATERAL GIRLS' SCHOOL
DUCK LANE, BOURNEMOUTH

Group 8. 618 girls on roll

Applications are invited for the

HEADSHIP

of the above school for girls, age range 11 to 16 years, vacant from 1st September 1978. The school is housed in modern buildings on the outskirts of Bournemouth and shares an extensive site with the Oakmead Boys' School. Assistance with removal and legal expenses.

Application forms and further particulars from the Senior Staffing Officer (on receipt of s.a.s.), Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth, to be returned by 13th February 1978.

Headship

WORSBROUGH HIGH SCHOOL
Ardsley Road, Worsbrough Dale, Barnsley (11-16 Mixed) Headteacher, S. Hughes

Head of Mathematics (Scale 4)

A well qualified and experienced teacher is required for Easter, 1978, to assume the responsibility for the management and development of the Mathematics department in this large comprehensive school. The present holder of the post has been promoted to be Deputy Headmaster of a neighbouring school, and a person is sought who is capable of sustaining the high academic standards and progressive methods established in this subject throughout the full age and ability range. There is a well-established Sixth Form and examinations of various modes are pursued to C.S.E., 'O', C.E.E. and 'A' level by a great majority of the pupils.

The successful candidate must be committed to the needs of children in all aspects of their development and be capable of leading a departmental team of dedicated specialists in the field of mathematics. Apply by letter to the Headmaster immediately, giving full curriculum vitae and two references.

DARTON HIGH SCHOOL
Churchfield Lane, Kexborough, Barnsley. Headteacher, H. Croxall

Required for September

Second Master/Mistress

Salary will be paid as for Deputy Head (Group 11) Applications must be well qualified and have wide educational experience. Pastoral/Social care role is envisaged as part of the duties connected with this post.

Closing date February 13, 1978.

BARNESLEY

Metropolitan Borough

Headship

WILTS

Headship

Headship

Headship

Headship

Headship

Headship

Headship

Headship

Headship

Headship

Headship

Headship

Headship

Headship

Headship

Headship

Headship

MIDDLE continued

Science

Other Posts on Scale 2 and above

HUMBERSIDE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

Technical Studies

Scale 1 Posts

BEDFORDSHIRE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

EDUCATION SERVICE

THE TIMES EDUCATIONAL SUPPLEMENT 23.1.78

Secondary Education

Headships

AVON COUNTY

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EDUCATION COMMITTEE

EXTRA FILM IN EDUCATION

Not monomaniacs but...

Why the University of Newcastle upon Tyne still use film
By R. A. Guariento



A mini film unit... responsive, flexible.

Film suits us well enough at Newcastle. By this I don't mean we are monomaniacs, solving all problems with a single answer. We do offer academic departments the full range of film, television, graphics, slides, audio. But it is true that this university has moved cautiously into television, just recently installing a limited colour cassette distribution system with self-access production in monochrome.

There are penalties to be paid in trying to scale down a colour television production unit to suit limited teaching requirements. Efficiency and high productivity—two of the principal virtues of large systems—diminish more steeply than does the cost. It is only too easy to design a mix of equipment and staff and running budget that guarantees high operational cost at the same time as low programme output.

But with film the reverse is true. It is easy to shed elements of the film process which are capital-intensive and yet gain efficiency. A mini film unit as the practical limit of three technicians may still produce programmes to international broadcast standard. More to the point, a unit which is responsive, flexible and lightweight will be well suited to the needs of educational production.

Practitioners of film, at whatever scale, have complete control of their craft. They can maintain a low technological profile and need buy only what they use. They can tap a multi-million pound capital investment in 100ft lengths (admittedly expensive when passing through the camera at nearly 10 pence a foot up to the rushes stage) yet that is paid for only when the button is pressed. At other times—during bad weather delays, travelling times, preparation days, holidays—material costs are nil and depreciation costs remain low. Maintenance is almost unheard of. You have only to explore the

logistics of working with a small 16mm sound film unit, fully-capitalized at perhaps one-fifteenth the price of a comparable TV system, to quickly see impressive cost benefits for the programme maker. These give him what he needs most at the crucial shooting and editing stages—time.

In television, even the smallest education unit must purchase its technology outright, together with the capacity to maintain that system. I am impressed that anyone, however skilled, can manage to script and produce programmes of value while employing a £200,000 assembly of equipment plus large crew, so heavily scheduled each day in order to justify its keep and presenting formidable mental pressures as overtime threatens at 5.30 p.m. No wonder the unit tends to fall back on long recording takes.

There are times, viewing programmes, when I realize that video tape is not just inexpensive but infinitely inexpensive. Perversely maybe, I feel that film stock here plays a constructive role. There is something about an incentive to take one's time before starting a camera (at 10 budgeted pence a foot) that wonderfully concentrates the mind.

It is likely that programme production difficulties will be with educational television for some time—so long as equipment is ordered up to the budget limits while qualified staff are relegated to an afterthought, inadequate in number and short on the production skills which alone might feed the technical throughput.

For us at Newcastle, film succeeds admirably in balancing our present needs to our productive capacity. Even more important, film gives us high definition, colour, quality programmes, calculated and precisely controlled. The result is effective teaching material which is used.

Establishing the subject

The aims and work of the Society for Education in Film and Television. By Manuel Alvarado education officer of SEFT

The Society for Education in Film and Television (SEFT) is a grant-in-aid body of the British Film Institute (BFI) and is organized and run by film teachers in order to promote film and television studies courses at all educational levels within our system. By film and television studies is meant the understanding of those media and how they communicate to us rather than their use as audio-visual aids.

The study of film and television is peculiarly placed within education and, in fact, within our culture generally. Films (apart from a handful of "art" films) are regarded as entertainment for mass consumption rather than a field for the sciences. The dominant use of film in education is either of "illustrative" in English and social studies. How we understand and "decode" the images, the message that is presented to us, is seen as being unproblematic.

Similarly, the problems of "mediation" and the fundamental transformations that occur in that process (what occurs between an "event" and the audience reception of "information" about that event) are central to an examination of the workings of film and television language.

The society cannot in such a situation, content itself with representing film teachers. It must help to create such teachers and opportunities for film and television study. At the same time the society has sought to contribute to establishing the actual subject, a broadly cultural task given the reviewing, theorized, undisciplined and non-theorized way in which film and television are usually treated.

Creation of the subject—defining a field of study and methods of study—has been a primary concern during the past four years. Naturally, this has created many problems: how to relate the practice of theory to the kinds of problems students and teachers daily face in classroom practice? How does film theory relate to educational theories? How do film and television as subjects relate to recent movements in curriculum development and how do they relate to the problems of syllabuses, resources, examinations? SEFT as an organization sees their role as being one of providing a context in the form of publications and the holding of conferences, seminars and schools in order to encourage and publicize that debate.

There have been recent instances in which film courses have had to be tailored to the educational assumptions of degree giving bodies (often ignorant of film studies) with the result that areas of theoretical work and interest have been undermined, contradicted or held back. It may be, for example, that there is a clear difference between what is perceived to be necessary from a film aesthetic point of view to develop film study, and what the educational system requires.

Teachers concerned with film study are now demanding that the society's interest in film theory be placed within a context, not only of practical work, but of culture and education, so that current work on, for example, film poetics, aesthetics, film technology, be made to speak explicitly to educational ideologies and cultural formations within society.

SEFT produce two quarterly journals—Screen and Screen Education. Screen has received a large part of the resources of the society and has produced a number of important texts that confront many of the central problems involved in the attempt to establish a theory of film.

Continued on page 42

A COMPLETE RANGE OF FILM PRODUCTIONS FROM

EMI

FILM DISTRIBUTORS LTD

Our current catalogue contains over 600 titles, including:-

- All Creatures Great and Small
- Murder on the Orient Express
- Mister Quill
- Stardust
- The Dove

In addition, we can offer a wide range of Management Training, Educational, Religious, and Social Studies Films

Send this to me on the catalogue. (Checklist is a guide to the titles in the catalogue.)

Name _____ Address _____

Deputy Headships continued

CORNWALL
APPOINTMENT COMMITTEE
Applications invited from qualified teachers for the post of DEPUTY HEAD of the following schools:
DEPUTY HEAD
St. Andrew's School, Truro
Further particulars and application forms from the Headmaster.

DURHAM
COUNCIL
NEWTON AVELEY SCHOOL
(12 to 18 co-educational comprehensive school) on roll 120.
Further particulars and application forms from the Headmaster.

CROYDON
COUNCIL
APPOINTMENT COMMITTEE
Applications invited from qualified teachers for the post of DEPUTY HEAD of the following schools:
DEPUTY HEAD
St. Andrew's School, Truro
Further particulars and application forms from the Headmaster.

GLoucestershire
COUNCIL
APPOINTMENT COMMITTEE
Applications invited from qualified teachers for the post of DEPUTY HEAD of the following schools:
DEPUTY HEAD
St. Andrew's School, Truro
Further particulars and application forms from the Headmaster.

Staffordshire
COUNCIL
APPOINTMENT COMMITTEE
Applications invited from qualified teachers for the post of DEPUTY HEAD of the following schools:
DEPUTY HEAD
St. Andrew's School, Truro
Further particulars and application forms from the Headmaster.

STAFFORDSHIRE

CENTRAL AREA
Headteachers
Riverway C.E. (C) Middle School, Riverway, Stafford (Group 6)
AMENDED ADVERTISEMENT
Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEAD of the Riverway Secondary or Middle School are invited to indicate whether they wish their original applications to remain under consideration, as the Headship is now placed in Group 8, rather than Group 6 as previously stated. Application forms and further particulars may be obtained from the Chief Education Officer (Stafford), Education Offices, Tipping Street, Stafford. (stamped addressed envelope).

Deputy Headteachers
The Merdon School, Ashby Road, Tamworth
Roll: 644
Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEAD of the Merdon School. Further particulars and application forms from the Headmaster.

Soale 2 Posts and Above
Cheslyn Hay Middle School, Saredon Road, Cheslyn Hay, Walsall. WS6 7JQ
Roll: 310
Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEAD of the Cheslyn Hay Middle School. Further particulars and application forms from the Headmaster.

Staffordshire continued

Stafford
COUNCIL
APPOINTMENT COMMITTEE
Applications invited from qualified teachers for the post of DEPUTY HEAD of the following schools:
DEPUTY HEAD
St. Andrew's School, Truro
Further particulars and application forms from the Headmaster.

Stafford
COUNCIL
APPOINTMENT COMMITTEE
Applications invited from qualified teachers for the post of DEPUTY HEAD of the following schools:
DEPUTY HEAD
St. Andrew's School, Truro
Further particulars and application forms from the Headmaster.

Stafford
COUNCIL
APPOINTMENT COMMITTEE
Applications invited from qualified teachers for the post of DEPUTY HEAD of the following schools:
DEPUTY HEAD
St. Andrew's School, Truro
Further particulars and application forms from the Headmaster.

Education Committees

The Borough is within easy access of Central London and bordered by Epping Forest. London Additions to salary payable.

HEATHCOTE HIGH SCHOOL
Normanton Park, London E4 6ES
(Head Teacher: Mr. H. S. G. Paul)

Second Master

Group 8 School salary £5,052-£5,676 plus London Allowance £267

An experienced teacher with a lively positive personality is required to become a member of the Senior Management team of this well situated Mixed Comprehensive High School (11-18 age range) (770 on roll). Specific duties will be allocated according to the experience and qualifications of the successful candidate.

Closing date for applications: 19th February 1976.

Generous removal and relocation expenses within the Authority's scheme will be paid in appropriate circumstances.

Application forms obtainable on receipt of stamped addressed envelope from the Chief Education Officer, Municipal Offices, High Road, Leyton, London E15 6JL.

London Borough of
Waltham Forest

SECOND MASTER/ MISTRESS

(Group 14)
at EASTBURY COMPREHENSIVE SCHOOL (1,200 pupils)

The vacancy, which arises due to the promotion of the present holder of the post, is available as from April or September 1976. Applicants should be well qualified and experienced.

Salary Scale: £5,989-£6,912 plus £351 London Addition Social Priority Schools Allowance.

Assistance with removal expenses in approved cases.

Application form and further details (a.s.e.) available from the Headmaster, returnable by 6th February 1976.

Barking
LONDON BOROUGH

Staffordshire continued

Stafford
COUNCIL
APPOINTMENT COMMITTEE
Applications invited from qualified teachers for the post of DEPUTY HEAD of the following schools:
DEPUTY HEAD
St. Andrew's School, Truro
Further particulars and application forms from the Headmaster.

Stafford
COUNCIL
APPOINTMENT COMMITTEE
Applications invited from qualified teachers for the post of DEPUTY HEAD of the following schools:
DEPUTY HEAD
St. Andrew's School, Truro
Further particulars and application forms from the Headmaster.

Stafford
COUNCIL
APPOINTMENT COMMITTEE
Applications invited from qualified teachers for the post of DEPUTY HEAD of the following schools:
DEPUTY HEAD
St. Andrew's School, Truro
Further particulars and application forms from the Headmaster.

Staffordshire continued

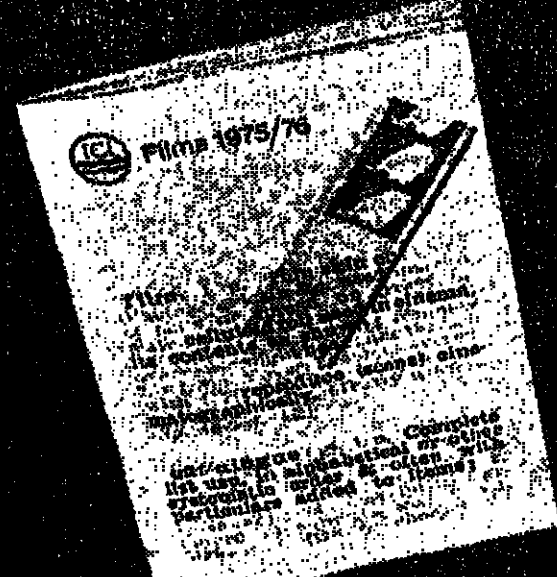
Stafford
COUNCIL
APPOINTMENT COMMITTEE
Applications invited from qualified teachers for the post of DEPUTY HEAD of the following schools:
DEPUTY HEAD
St. Andrew's School, Truro
Further particulars and application forms from the Headmaster.

Stafford
COUNCIL
APPOINTMENT COMMITTEE
Applications invited from qualified teachers for the post of DEPUTY HEAD of the following schools:
DEPUTY HEAD
St. Andrew's School, Truro
Further particulars and application forms from the Headmaster.

Stafford
COUNCIL
APPOINTMENT COMMITTEE
Applications invited from qualified teachers for the post of DEPUTY HEAD of the following schools:
DEPUTY HEAD
St. Andrew's School, Truro
Further particulars and application forms from the Headmaster.

Wolverhampton Borough Council
EDUCATION COMMITTEE
Required for Easter 1976:
HEAD OF BASIC STUDIES
(Senior Teacher Scale) at
MORETON SCHOOL
(Headmaster: R. Paak, B.A.)
Applications are invited from suitably qualified and experienced teachers for the above post in this 11-18 comprehensive school for boys and girls, to open in September, 1976.
Full details and application forms available from the Chief Education Officer, Education Offices, St. John's Square, Wolverhampton, to whom they should be returned within 10 days of this advertisement (a.s.e. please).

Now from ICI: The book of the films



Educational films, industrial films, films for the public at large; films on conservation, on science, on agriculture, on safety... Read all about them, make your choice, and check your 16mm projector's in trim. Then let it roll.

So long as you're a school, club or other non-paying audience, these films are free. So, for that matter, is the book. From the ICI Film Library, Thames House North, Millbank, London SW1P 4QG.



Ideas in action

COMMON GROUND New Colour Filmstrips and Slides

HISTORY

- ☐ Spain in the Time of Philip II (Twelve slides and notes)
- ☐ The Ancient World (4 filmstrips and notes)
- ☐ England in the 17th Century (3 filmstrips and notes)
- ☐ France at the Turn of the Century

GEOGRAPHY

- ☐ Glasgow
- ☐ Patterns in Industry
- ☐ Coniferous Forest Regions
- ☐ Glaciated Landscapes
- ☐ Structure and Landform
- ☐ Limestone and Karst
- ☐ Tokyo
- ☐ Jerusalem

To be sent after these filmstrips and notes on 14 days' approval tick the appropriate boxes and return to Alex Murphy, Audio Visual Department, Longman House, Burnt Mill, Harlow, Essex CM20 2JE.



HUNGARIAN

Send for list, with 10p postage, to
BRITISH HUNGARIAN FRIENDSHIP SOCIETY
84a, Clarendon Street, London SW1V 5AX

documentary and
educational films
(16mm) available on loan
Many
just
back

For all the right reasons

Adrian Hope examines the new telecine machine from Germany

All too often technological advances are made, and incorporated in equipment, for their own sake and with no thought of whether anyone actually needs them. But a new telecine machine from Germany uses advanced technology for all the right reasons and should be a valuable audio-visual aid.

Although for years there has been talk of a video and video-cassette revolution in education, with talks, lectures and demonstrations distributed to schools on videotape, there are still so many different video systems and standards that all too often taped material cannot be exchanged. It is for this reason that so many educational films are still distributed on film.

But, so far, distribution has usually been on expensive 16mm sound film, and projection has involved the erection of a projector and screen and desperate attempts to keep out sufficient daylight to produce a watchable screen picture.

However, demonstrations of cheaper Super 8 film prints, especially where reduced from 35mm or 16mm originals, suggest that there should be no problem in the future about distributing educational material on the Super 8 format. And with the aid of a closed circuit telecine machine, screening can be via a television set, with pupils viewing in exactly the same manner that they would view a school's broadcast.

Telecine machines, intended to display film on television, fall into two main groups—the camera type and the flying spot type. The former is nothing more than a conventional film projector (for 35mm, 16mm or 8mm film) which projects into a modified television camera rather than on to a screen.

In a flying spot telecine, the film is moved between a small television tube displaying a blank raster (as, for instance, does a domestic television set when the screen is blank between scenes or programmes) and a photoelectric array. The light from the moving spot which makes up the raster scans the film and excites the photoelectric array to produce an electric signal.

Most semi-domestic telecine apparatus to date has been of the first (camera) type, which, although cheap, suffers from the disadvantage that it physically wears out the film as fast as an ordinary film projector. Once any film has been run through a conventional projector

for more than 100 times it will usually start to show scratching.

However, a flying spot telecine, which, by definition, moves the film continuously, rather than intermittently, is far less likely to produce visible physical wear on the print.

Nordmende, the West German electronics firm known so far for its colour television sets, is now making available on the British market a telecine machine, which will show Super 8 films through any (1111) television set. Although the machine, called CCS, to denote colour vision constant speed, costs £876 plus VAT at 8 per cent (through Vessco Vision and Radio Ltd, Unit 4, Blackwater Way, Ash Road, Aldershot, Hampshire), the facilities which it offers make the price readily understandable.

As the machine is easily transportable (it weighs 26 kilograms and is 615mm wide, 210mm high and 370mm deep) education authorities might well consider the purchase of one machine to share between several small schools, and large schools perhaps hold a single machine available for several departments.

Because the CCS has been custom designed with a specific object in view—namely to make the projection of Super 8 film on television as convenient and reliable as possible—it incorporates features not to be found in the simple combination of a conventional projector and television camera.

The film is loaded by loading a standard reel (of up to 30 minutes' playing time) into a cassette of Bell & Howell type and pushing it into a slot at the machine front.

The film is thereafter automatically pulled out of the cassette and run through the machine's internal mechanism until the end is reached. Then the machine automatically switches into the rewind mode, enabling the film either to be removed or shown again.

Either black-and-white or colour film will be reproduced, in black-and-white or colour respectively, on a domestic colour television set, following connection of a jump lead between an output socket on the telecine and the aerial socket of the television set. The film may be run at either silent speed (16 frames a second) or sound speed (25 frames a second) with a variable control to minimize flicker at lower speeds. The film may be either silent or have an optical or a magnetic sound track.

Various commercial services are now available, whereby a silent film

may be magnetically striped to enable a sound track to be recorded, and the CCS enables sound to be post-recorded on to such a track. The provision for post-recording is important because, due to the risk of a careless or stupid user erasing or re-recording a professionally produced track, film distributors in the future will be moving towards the release of films with optical tracks. These, of course, cannot be erased.

Many schools now own some video recording equipment, and the use of the telecine machine may be fed to such a recorder, instead of television set; or it may be fed to both. Because it is not relevant to the telecine machine what recorder it is feeding, the programme, the roll of Super 8 film may be dubbed on to whatever video system is available.

On the credit side, this overcomes the major obstacle in video distribution, whereby different schools have different types of video equipment: BBC and ITV programmes are often distributed round the world in film form for just this reason. On the debit side, the dubbing from film to tape will encourage pilfering.

Other exciting uses suggested, the Nordmende, and proved in recent demonstrations to be practical, include its use as a tool for teaching children how to edit film sequences. A class or study group could shoot a roll of Super 8 film (cost only a few pounds) in a Super 8 home movie camera (using anything from a few tens to a few hundreds of pounds) and be processing and running the film through the telecine machine to show it on television.

Every child involved would make his own log of the shots he decided on his own manner of editing them. He would then have the opportunity of transferring the shots on to videotape (via whatever videotape system the school has available) in whatever sequence he chose, to produce an edited videotape. The next child would then use the same videotape, but in his own, individual way, and when the film or tape over being cut.

Other features not likely to be found in conventional form on a projector (techniques are the province of colour balance controls to produce accurate flesh tones on a screen) freeze-frame (to enable a projection of a still picture for a definite period of time) and

continued on page 44

Gob-stopper or golden key?

Roy Blatchford on the problems and potential value of television and film in English teaching

For most young people, television has come to be a cradle companion that shapes and determines opinion and reaction to visual and oral stimuli both within and beyond the confines of the home.

It is fair to say that before youngsters come into vivid contact with cinema, theatre and classroom audio-visual programmes they are firmly conditioned to receiving and absorbing, for the major part unthinkingly, canned "entertainment" (to use the old MGM adage). Any attempt to render the use of film meaningful in schools must therefore hinge largely upon parental attitude to the validity and frequency of viewing television documentary soap opera or the rerun offerings with a positive artistic direction and aim.

It is no elitist contention but merely a decisive social fact that not only is it in the less bookish homes that children are placed in front of the screen to be kept immobile.

Inside professional families, where the exigencies of parental commitment to job allow less time for the children there is an increasing and willing abdication of responsibility towards educational trial by television—a shift of balance that needs little elaboration as to the sociological implications.

Such a preamble to the use of film in the teaching of English might seem redundant; yet one can

not over-emphasize how the role of film education is modified and indeed exclusive exposure to a multiplicity of perceptible images. If a child has learnt to feel that television is of gobstopper value uniquely, it comes as an almost untranslatable fantasy that one could watch, say, a Sunday serial for anything other than its quintessential pack of action; character development, historical echo, scenic depth or dramatic licence are non-tartars.

Traditionally one thinks of educational films reserved for the geography and modern language lessons, and as with any aid adroitly directed towards the needs of a given age-group, such films stimulating. With English, however, there is a golden key in the teacher's hands to open pupils' eyes not only to foreign lands and customs or to textual paths that will be subsequently followed up, but to an actual fundamental grasp of the concept of individual interpretation, seeing one set of facts or values, capable of a multivocal reading. It is through encendering a mastery of handling visual material that we can remain optimistic in an increasingly television world so that ultimately it is the public no force the media to be discriminatory rather than accepting the service we currently deserve.

Perhaps the most widespread use of visual aids in both primary and secondary English teaching is

by way of filmstrips, which the quality of being eminently practical in almost any context of roundings. Educational Production Limited have an, as yet, limited but very workable series of packs which visualize in pictures provocative oral, written and practical work. The poems with which they are for example, their treatment of Alfred Noyes's famous ballad "The Highwayman" the poetic device and characterization within its tightly conceived structures of the ballad form are made easily accessible to the youngest of children in that the illustrative frames allow a lowering of that automatic self-conscious barrier so many children ruse in front of a literary text.

Another company, Visual Productions, have recently released a series of filmstrips with accompanying tape analysing and offering formative insight into the mechanics of drama, its forms, staging and related fields of lighting and costume. This where for primary ages the triumphs, for it enables the teacher to leave abstract ideas and allow the children occasion to see in one create form the difference between say, a procession and a parade, or a scene and a scene.

In a secondary English curriculum priorities of film usage need to be as back-up for examination texts. Unquestionably, Romeo and Franco Zeffirelli's

continued on page 45

continued from page 44

inching (to move from one still picture to another).

Another suggestion is that the thousands of single frames available on a 50ft roll of film can be used individually by using a movie camera with single frame release, to enable the pupils of a class to shoot hundreds of still pictures each. The total cost would be of only one roll of Super 8 film.

Incidentally, as any school with video equipment will already know, although monochrome video cameras are now remarkably cheap, colour cameras still cost several thousand pounds. Thus, if original material is to be shot in colour, for reproduction on a TV screen, it is far cheaper in doing Super 8 film and a telecine machine than to use a colour videotape camera and recorder.

It should, of course, be borne in mind that telecine apparatus, of the Nordmende, or indeed of any other type, cannot record from videotape or from a TV set. Telecine apparatus is for playback only, and indeed this is why it is rated at 8 per cent VAT.

It is in some respects sad to be forced into the position of recommending, almost without reservation, a system of foreign manufacture. But so far there appears to be nothing on the market from the United Kingdom (or, for that matter, from any other country) to rival the Nordmende for inbuilt facilities, ease of operation and price.

Another little drink

Jain Thorburn on three films from Scotland tackling alcoholism

The Scottish Health Education Unit have just completed a series of three films on alcoholism: *Dying of Thirst* for 10 to 13-year-olds, *Just a Habit* for 13 to 16-year-olds, and *Getting Drunk*, the *Teenager Speaks* for use in training programmes for teachers, social workers, etc.

This is the unit's first venture into film-making, though they have produced a number of television commercials—and have succeeded in getting birth control commercials on Scottish television, while similar moves in England have been blocked so far.

Alcoholism is becoming one of Scotland's major health problems. Health educators are particularly concerned at the rise in teenage drinking, especially among girls. Mr Jain McQueen, media and communications officer with the unit, says girls tend to start on "shorts" rather than on beer, thus increasing the risk of alcoholism.

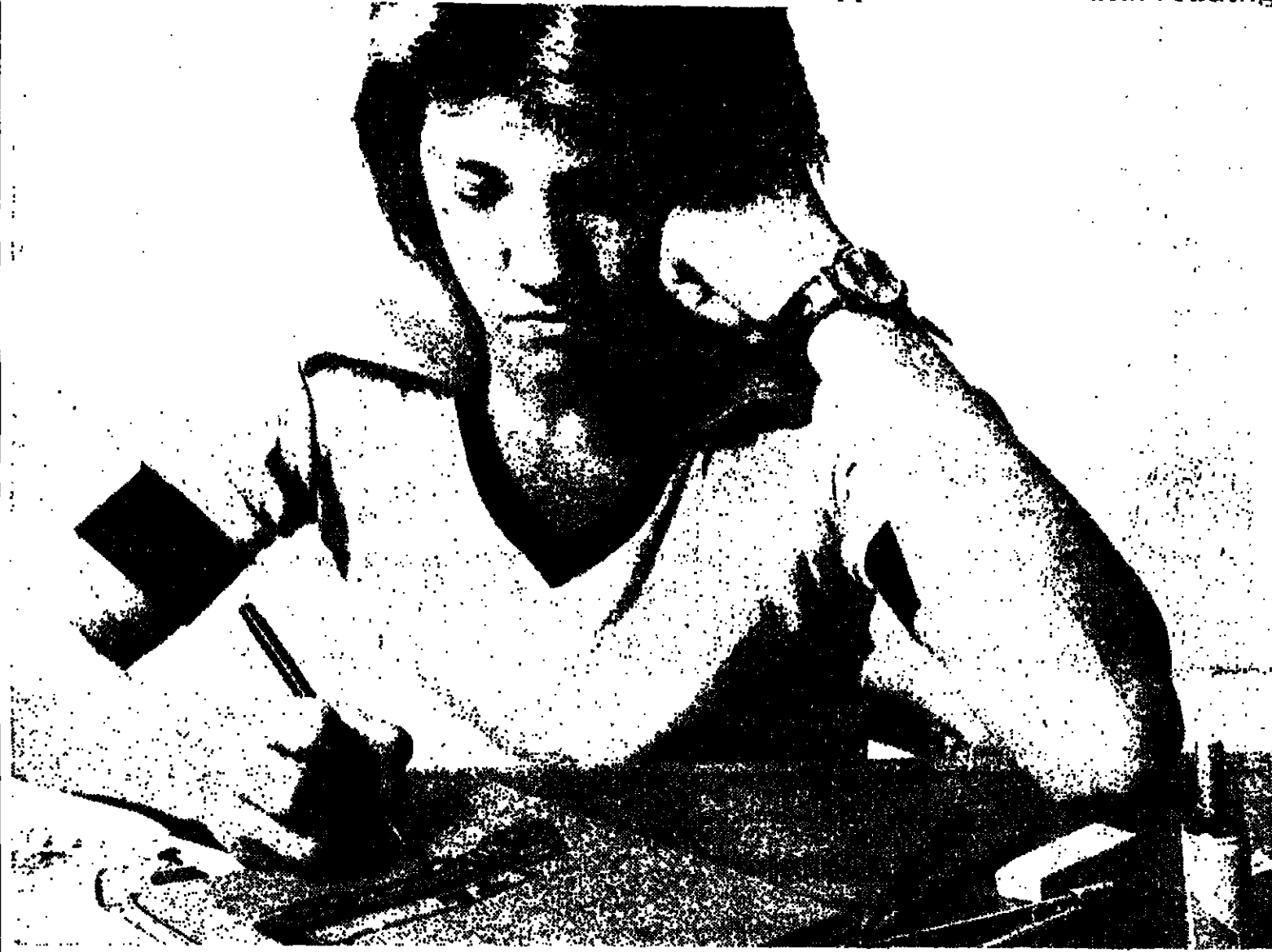
"We are now seeing alcoholics aged 20 at various treatment centres," he says, "and they must have started drinking regularly at under 15. The causes include peer group pressure, greater freedom, more money and the role of alcohol in the Scottish culture. The problem is becoming desperate."

The film series is part of a campaign the unit are launching to tackle the difficulty. The cooperation of teachers and education authorities is being sought. Running time varies from 11 to 28 minutes and the films are 16mm optical sound. They are available, free, from the Scottish Central Film Library, 16-17 Woodside Terrace, Glasgow. Back-up material can be obtained from the Scottish Health Education Unit, 21 Landsdowne Crescent, Edinburgh.

The films are based on research sponsored by the unit—the Jahoda and Stracey and Davies studies in Glasgow, which dealt with children and teenagers' attitudes to alcohol. The unit are now funding a third research project to find out how and when attitudes change. The first phase of research showed that primary children had a negative reaction to alcohol, the second that teenagers liked alcohol for a variety of reasons. The new research is concentrating on 10 to 14-year-olds.

The films use actors only in a few places of research, the most of the material being provided by children and in their own words. They are directed by Sarah Emlak and are designed primarily to stimulate discussion in classroom or training course of an issue which is prevalent but often unacknowledged.

The Bell & Howell Language Master System: A new approach to remedial reading



If words were nuts and bolts, he wouldn't have a problem

If you are a remedial teacher in a secondary school, you may know this boy. He's practical, like working with his hands—he's possibly even better at that than you are—but just can't get along with words. At 16, he has ten years of failure and boredom to look back on. Getting him interested enough even to try learning to read seems impossible.

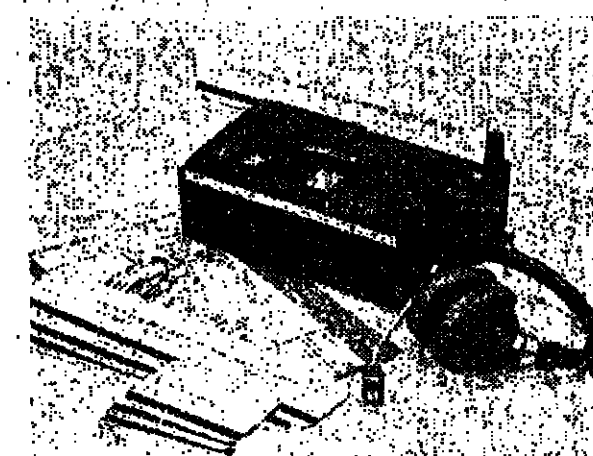
"Words in Action", a new Language Master programme from Bell & Howell, may make all the difference. It doesn't expect him to work on the infant school words suitable for his reading age but on teen-age words—and teen-age ideas—suitable for his mental age. "Words in Action", vividly illustrated, offers a choice of twenty "topics", such as a football match, pop music and motor bikes. Each topic gives him a choice of assignments—things to do which involve work with selected words in creative writing, interviewing or pictorial design.

Because the words themselves are interesting and relevant to the learner, he will want to learn

them. So that he can gain confidence by learning them on his own, the words and assignments for each topic are recorded on printed Language Master cards. Passing these cards through a Language Master machine, he hears the teacher's voice saying the words he sees. This establishes—perhaps for the first time—the connection between symbols and sounds. Confidence grows as he subsequently records the words himself, corrects his mistakes and, in carrying out his assignments, finds an expanding vocabulary coming within his grasp.

"Words in Action" is the latest addition to Bell & Howell's Reading Skills Development Series of Language Master programmes. For a full description please write (in an unstamped envelope) to Bell & Howell, Freepost, Wembley, Middlesex HA9 7JH.

BELL & HOWELL
LANGUAGE MASTER SYSTEM



Question:

WHAT?

- * is a desert
- * makes a desert
- * happens in a desert
- * kinds of desert exist

Answer:

See Desert
Landforms

Our films supply answers to many questions about Australian fauna, geography as well as Australia's Asian neighbours in Thailand and Indonesia.

For further details contact:—Australian Film Commission Representative, Film Australia, Canberra House, Maitland Street, London WC2R 3EH

new from

EDUCATION AND DEPRIVATION edited by James Rushton and John D. Turner. The education of deprived children is an important issue for the community and many of the ill-effects of our society are closely connected with it. In this book a number of well known contributors, including A. H. Halsey and Eric Midwinter, examine various aspects of this very real problem; it contains much material which will be of benefit to the teacher of deprived pupils or students. £3.00 net.

THE TEACHER IN A CHANGING SOCIETY edited by John D. Turner and J. Rushton. This series of lectures first given at the University of Manchester School of Education in 1973 reviews such topics as the task of the present educational system, a tentative estimation of the course developments will take in our schools and colleges, and an examination of the teacher's role in a developing country. £2.00 net.

HIGHTOWN GRAMMAR THE SCHOOL AS A SOCIAL SYSTEM C. Lacey. It is generally accepted that both grammar school pupils and teachers alike represent the cream of any selection. Why is it then that there is so evidently a lack of improvement in the relative achievement of working-class children? Why is it that many teachers spend more time dealing with the emotional and behavioural problems of their pupils than with teaching? This book, through a detailed case study of a northern grammar school, analyses the problems teachers and pupils encounter. Open University set book, paper £1.25 net.

RESEARCH IN EDUCATION edited by F. Musgrove and H. J. Butcher. The journal is published twice yearly and covers topics in any of the recognised fields of education—sociological, psychological, economic or organisational. It includes papers on research in education at all levels from primary to higher, as well as interdisciplinary studies. Published May and November, subscription £5.50.

PHILOSOPHY OF EDUCATION A SELECT BIBLIOGRAPHY compiled by John J. Powell. The third edition of this important reference work is now available. The presentation is clear and helpful. Times Higher Education Supplement. Paper £1.50 net.

MANCHESTER UNIVERSITY PRESS
Oxford Road, Manchester M13 9PL



The group in this illustration are exploring the volume of their sounds. From Visual Publications Drama 5 filmstrip.

continued from page 44

Juliet, Polanski's *Macbeth*, Mankiewicz's *Cleopatra* or Stuart Burge's *Othello* are an immense gain in the pupil's elemental conception of theme and of the writer's guiding philosophies, and for those unlikely to find themselves in theatre stalls it provides a convenient bridging point. None the less, how often one hears of pupils sitting an English literature examination on the skeletal strengths of a two-hour session in the classroom cinema, the "book of the film" lying idly unexplored.

This problem of relating back to the text is primordial and surely the rudimentary quiddity of the whole exercise is this subsequent correlation of the differing communicative arts. Alongside the text the teacher must trace a director's approach, his interpretation of a given scene, why does it differ in pace from the founding text, why is the script at variance with the original, and is the use of the plagiarizing medium lucid, pertinent and enjoyable? Just as the director transmutates so will the pupil as literary critic need to perform.

To scrutinize for a moment Ken Kesey's *Kex*, adapted from the Barry Hines novel, is to expose

dilemmas that arise for teacher and pupil alike. Using the film in future years is inevitably hampered by the BBC's propensity for digging it out at festive seasons. The teacher must now undo that destructive complacency in the child whose only concern is in the plot, full-stop. What is one to do with the moral problems which abound and may seem to go unchallenged within the space of the screening? The shuffling and repetitious vagaries are to be shown as reflective of the violence in Billy's social and emotional background. Children will find difficulty with the dialect, but again they can be reminded of how they are seeing language in action against the backdrop of dingy squalid chimneys.

In many sixth-form uses of English and CRE courses (part of this new course's rubric encourages film projects) the BBC's own *Civilization* and *Account of Man* series are valuable employed. Further, in relating literary genres to (imagined) art forms one might use *Chinatown* Kurosawa to illustrate the technique of deep focus common to celluloid and the printed page; *Battleship Potemkin* in discussion of documentary montage; *Wild Strawberries* to illustrate flashback reality and the dreamworld; *Akenfield* as televisionism; *The Murder They Came*

as political propaganda; *The Lion in Winter* and its penetrating weaving of tragedy and comedy. The list is endless, and it is often through discussion of such films that pupils are finally able to come to terms with that unteachable art of critical appraisal.

Only when facility in this art of study is bred into the majority of children will even Shakespeare on film become acceptable and palatable, and hence to dream devotees have of making opera a popular art become reality (witness the recent outcries against screening *The Magic Flute* and *Flying Dutchman* on television).

The appreciation and actual reading of literature are not essentially a relaxing pursuit for most children and adults, whereas the essence of affirmative visual mirth is in the true Shavian spirit of being educationally diverting. Films are principally a symbiosis of primal elements in cultural experience, and no matter how strong our personal prejudices may be, if pupils find this medium easy to identify with and thus able to make of it a quasi-back door entry to an appreciation of language and all the springs of art, teachers will learn to harness and channel the pupils' aptitudes.

Film as authentic culture

writes E. J. Neather of the school of education, University of Exeter on film in language teaching

For modern language teaching the only authentic resource is the foreign country. Film is the next best thing. Only film brings the language in context into the classroom. Film is authentic culture, real native speakers, actual situations. No amount of effort on the part of the teacher, even equipped with tape-recorder and filmstrip projector, can, in the same way, conjure up a world and its language.

Clearly there is much to be said about a whole range of possible uses of film from full-length feature films with the sixth form to travelogues at levels of elementary language learning. Within the limits of this article I wish to concentrate on film in the middle years of the secondary school, say with pupils in their second to fourth year of language learning.

The range of available material is limited but the possibilities of the medium are demonstrated by the products of Mary Glasgow Publications (e.g. *Entrée aux Dées*) and BBC Television (*Tout Compris*). Even where, as in the Mary Glasgow films, there is a conscious limitation of texts and structures, a film inevitably presents a range of linguistic material which requires careful presentation and follow-up. Hence the value of the film with accompanying package of filmstrip, booklet and, perhaps, also, tape.

With such materials the film can be seen as the centrepiece of a whole sequence of work aimed to capitalize on the cultural as well as the linguistic content. Such a sequence might form the basis of an intensive day or weekend course as referred to in these columns some weeks ago.

Alternatively the film is the focus for at least a fortnight's work in normal school periods. The initial stage of preparation leads up to the film, which is then shown where the emphasis is on recognition and comprehension. Vocabulary and structures necessary to this comprehension are presented with

the filmstrip and any other appropriate resources.

Inevitably this initial exploration of the material closely involves the cultural context, and ways of life represented. It is these aspects which gain in value after the first showing, since the film acts not only as a sequel to linguistic preparation but as a tool for follow-up in the shape of projects concerned with regional customs, school life, village life, etc.

At the same time, selected elements of the linguistic content can be further emphasized and brought into the pupil's active vocabulary. The second showing of the film can then take place with an increased depth of knowledge of the cultural content and an active use of certain elements of the language which leads to further work of the dialogue and role-playing variety.

Used in this way the film is not seen as an occasional piece of entertainment, but as an essential element of the language teaching course, demanding a willingness to depart from a course-book sequence for certain periods of time, but susceptible of integration into the ongoing work. Problems are raised not only by the need to break with the more comfortable routine of the

course book but by cost, even if films are hired, and perhaps even problems in actually showing the films.

The visual impact of film in language teaching is, however, much more impressive and significant than the dull and stereotyped characters and situations in the filmstrips of some audio-visual courses, that the value of the medium is self-evident. This is particularly the case in a culture where children are constantly exposed to high quality visual material and can hardly be impressed by the visual quality of the average filmstrip frame.

Given the problems, however, and yet the need to make use of film, it may well be the case that television is more accessible for use in schools. There is a cause for regret that for a number of reasons it has not proved possible to produce more in this field. Many teachers remember the affection *La Classe* on television, though it might now be thought that the tight story line is not the best way of drawing attention to the language content.

Certainly the more recent *Tout Compris* took a very different

continued from page 46

approach to content, concentrating on actuality, refusing to "doctor" the language, showing teenagers talking about themselves in a colloquial idiom which seems, in some teachers' almost too authentic in its lack of concern for certain elements of formal grammar. The format of short, unconnected scenes, voice-over commentary teenage speakers and topics of personal and local interest offer themselves above all as a successful adjunct to a course rather than replacing large elements of a course.

The situations (tour of town, teenage party, school meals etc.) provide a natural link-up with material in many course-books, but are inevitably much more vivid and motivating than is possible in a book or in the frames of a filmstrip. Because of the unselective nature of the language, it is rather arbitrary in its use of particular structures, but as an introduction to comprehension of the current spoken word the programmes are without any parallel that I can think of.

Two other uses of film by the BBC have given tantalizing glimpses of important possible developments. In *Kontakte* the use of actuality material in a carefully controlled situation showed how authentic such film can be even when using elementary language content. The reinforcement of such location filming with studio dialogues marked an important advance in the use of film even at early stages of language teaching, and a development for which one can hope many possibilities in TV for schools.

At more advanced levels of language learning *Reportage* showed the value of selected elements from French and German TV films, convinced us that there must be a significant audience able to get something out of film at that level, and reminded us of the enormous output of film material on foreign TV channels to which language teachers in schools would be glad to have



From "Portraits d'un village-entrées" One of the many Glasgow language teaching films.

access. Given the expense of making films on location there is surely a case for more edited extracts of European TV material with a more specific teaching element than the rather bland commentary which accompanied the *Reportage* extracts.

Shortage of filmed material, lack of projection facilities, of VTR equipment, of follow-up materials, all are reasonable objections to extending the use of film in language teaching. But the arguments in favour of film are overwhelming

from the point of view of authenticity already referred to, for use in the growing trend towards intensive courses and as a resource which offers enough for pupils of a wide range of ability each to get something worthwhile.

With what other medium can a whole year group of language pupils be brought together, after a variety of preparatory approaches, positively enjoy, appreciate and learn from an attractively presented film and then disperse to a wide range of possible follow-up strategies laying the emphasis on language or on background studies as appropriate?

Making use of the past

Tom Hastie, warden, ILEA History and Social Sciences Teachers Centre on the need for new research into the use of films in history teaching

The making of 16 mm films for classroom use began in 1923 when a man called Eastman began turning out 16 mm film projectors and was forced to start a library of films to use with them.

The experiment was extended by Wood and Freeman, who began to produce films on a larger scale, mainly for geography and nature study—for obvious reasons. Soon afterwards, Professor Knowlton in the United States began a series of experiments in a junior high school using 16 "photoplays", each dealing with a particular period of American history in such a way that they could be used in public cinemas as well as schools.

The next important investigation of this type was by Dr. Barbara Condit, a well-known and active member of our own Historical Association, who during the 1930s used films on a variety of historical topics. It is deplorable that, to the best of my knowledge, no further research has been done for 40 years, although both Professor Knowlton and Dr. Condit found that film had many advantages. In view of the heavier use of film in schools today, such research is long overdue.

There seems to have been a love-hate relationship in the 1930s between history teachers and the cinema and even the Historical Association at its annual general meeting in 1936 passed a resolution deploring the travesties of history presented on the screen. Other bodies were similarly prejudiced and questions were raised in Parliament about the need for some form of control of the way in which film companies presented our past on the screen. In the Lords Lord Marley demanded that representative of the Board of Education should be empowered to advise film production companies dealing with historical material and that if necessary some form of control should be exercised.

One of the main arguments of these advocates of control was that the films presented the cinema were superficial and presented historical personages in a romantic manner which was not true to life or to the

facts. By an incredible instance of irony the debate was interrupted by the announcement of Edward VIII that he was abdicating to "marry the woman I love". The debate died a natural death after that.

During 1936 there appeared two interesting letters in *The Times*. One was by Professor Hearnshaw, president of the Historical Association, who conceded that meticulous accuracy of detail could often probably be sacrificed in the interests of dramatic intensity and quoted Shakespeare as an example. He asserted that there were limits, however, and expressed his disapproval of the George Arliss film of *Disraeli* while speaking favourably of the film *Rhodes of Africa*, even if he did point out some factual errors.

A later letter in *The Times* by Sir Charles Petrie pointed out that films were teaching history to more and more young alike than all the history masters and tutors combined. He did not demand pedantic accuracy but pointed out that dramatic licence does not include a licence to falsification.

He recommended that film producers should enlist the aid of a competent historian who would judge whether the general impression of a film was likely to be accurate, and also, that professional historians should be included among film reviewers where appropriate, acting on the basis of the accuracy of the general impression. He felt that this would create public support "for those excellent historical entertainment films that have been and we know will again be produced" and went on to deplore the current demand for legislative control.

Sir Charles signed his letter in his capacity as chairman of the British Film Institute's History Committee, which produced in 1937 a most interesting booklet *History Teaching Films, a Report presented to the governing body of the British Film Institute by the History Committee of the Education Panel*. One part of that report has this to say: "The film should become as equally a part of history teaching as

the sales, the epidiascope, the BBC talk and the historical play or novel. The ultimate aim of the teaching film is to enable the pupil to grasp things which can thus be demonstrated more satisfactorily

Continued on page 48

For information on films and other audio-visual materials for degree-level teaching use the BUFC's information service and publications

Some current publications

Audio-Visual Materials for Higher Education—1975
2,200 audio-visual materials available in the UK from commercial and non-commercial sources appraised and recommended for degree-level teaching in all subjects. Price: £5.75

Higher Education Film Library Catalogue (1974) and Supplement (1975)
Lists some 350 titles available for hire from the BUFC distribution library. Price: £0.75

Films for Historians (Revised edition, 1974)
A select list of over 360 titles for degree-level work. Price: £1.00

Audio-Visual Materials on Drama (1974)
Details of over 700 documentary materials and feature films currently available that may be valuable in the teaching of drama at university level. Price: £1.75

Available in March

Higher Education Learning Programmes Information Service Catalogue (HILPIS)—4th Edition, 1976
960 audio-visual materials made in British institutions of higher education for degree-level teaching or research. Some 700 titles are new to this edition. Price: £4.75

All prices quoted include postage and packing and are for the UK only. Overseas prices available on request.

The BUFC Information Service deals with personal enquiries on the availability of materials for degree work and related matters. Open: 10.00 a.m. to 5.00 p.m.

For further information and orders (with cheques) write to

THE BRITISH UNIVERSITIES FILM COUNCIL
Royalty House, 72 Dean Street, London W1V 5HB
Tel: 01-734 3687 (two lines)

IF YOU'RE STILL IN THE CUP, YOU CAN REACH THE FINAL!
IF YOU'RE OUT, YOU CAN STILL WIN THE LEAGUE!
... WELL, THERE'S ALWAYS NEXT YEAR!
IMPROVE YOUR TEAM'S SKILLS BY SHOWING THEM

The "King Football" Series

Ten outstanding films for teaching football. King Football is an Award Winning Series of 16mm colour films, 10 min. each, featuring the World Cup Winners and dealing with The Goalkeeper, Heading, Shooting, The 1-2 Pass, etc.

"Long Overdue", "Quite Outstanding", "Will be used over and over again by schools", "Timeless".

The film can be hired from either the:
NATIONAL AUDIO-VISUAL AIDS LIBRARY OF THE SCOTTISH CENTRAL FILM LIBRARY
3 PAKTON PLACE, GIPSY ROAD, LONDON S.E.27. Tel. 01-870 4247. GLASGOW G3 7XN. Tel. 041-332 9888.
Apply also to your local Film Library.

All enquiries regarding purchases to:
FERGUS DAVIDSON ASSOCIATES LIMITED,
22 SOUTH AUBURN STREET,
LONDON, W1V 6BS. Tel. 01-490 8255
Pp100 £200 (per set of 10), plus 15% edu. discount, plus Postage & Packing
A VAT
SEND FOR FREE COLOUR BROCHURE

New Catalogue from Gateway

16mm Sound Films
Available for hire and purchase

8mm Loop Films
35mm Filmstrips
Learning Packages

Available for purchase (may be previewed on 10 day sale or return)

'Make A Filmstrip' Kit
'Magic Carpet' Floor Games
Childrens Story Book

Cassettes
Available for purchase 'on approval'

and other items all in the
New Gateway Catalogue

If you are in any way responsible for the purchase of audio visual materials we will be pleased to send a copy to you.

Gateway Educational Media St. Lawrence House 29/31 Broad St
Bristol BS1 2HF. Tel. (0272) 26361
A member of the EGBRISTOL Group of Companies.

Please send a copy of the New Gateway Catalogue which will be of help to me when selecting audio visual materials.

Name _____ Position _____
School/Establishment _____
Address _____

ST. PAUL BOOK CENTRE
Incorporating 16mm Film Library
228 Buchanan Street, Glasgow G1 2NA
Tel. 01-332 1874
Educational and religious audio, visual aids:
Ureids, films, 35mm filmstrips and slides,
porters, records, cassettes, etc.
Catalogue available on request.

Explorer Films

now offer an even greater range of films on outdoor activities.
Full details free on List 7 from
St. Pauls Book Centre, Glasgow, G1 2NA
Tel. 01-332 1874

THE SOCIETY FOR EDUCATION IN FILM AND TELEVISION

is the foremost organisation for teachers concerned with the development of film and television studies, publishing two quarterly journals, distributing innovative low cost teaching materials and organising a variety of educational events through the year. Forthcoming events are:

SEFT EASTER SCHOOL 1976

Approaches to the teaching of Film Studies
This year's school will present a survey of some of the key concepts involved in the teaching of feature films and will provide an introduction to the problems of devising courses in Film Studies. The course will be held in London from 11-16 April. Cost £35 incl.

SEFT WEEKEND SCHOOLS

The *Searchers*. The first in the series of schools will investigate the range of approaches to the teaching of the *Searchers* as presented and examined in Screen Education 17. The course will be held in London from 16-21 March.

For application forms and further details of these courses please write to SEFT, 29 Old Compton Street, London W1V 5PL. Tel. 01-704 6455/3211.

Choose FDA first for the best entertainment

NOW AVAILABLE

THE SOUND OF MUSIC

FDA FIRST

FIRST CLASS CATALOGUE
(SEND FOR YOUR COPY-NOW)

FIRST CLASS SERVICE
(TRY US-AND SEE)

FIRST MAJOR COMPANY
TO RELEASE SUPER 8mm-MAGNETIC SOUND
NEW FULL LENGTH FEATURES

IF YOU WANT THE BEST, THE QUICKEST IN 16mm & 8mm FDA IS THE COMPANY FOR YOU
1975/76 SUPPLEMENT AVAILABLE NOW, 16mm TITLES INCLUDE: BANKSHOT, 11 HARROWHOUSE, LACOMBE LUCIEN, JUGGERNAUT, DIRTY MARY, CRAZY LARRY, THUNDERBOLT & LIGHTFOOT
MAN WITH THE GOLDEN GUN — send for your copy now.

To FILM DISTRIBUTORS ASSOCIATED (16mm) LTD
Building No. 9, G.E.C. Estate, East Lane, Wembley, Middlesex HA9 7QB

PLEASE SEND ME THE FOLLOWING FREE PUBLICATIONS (UK ONLY)
FOR WHICH I ENCLOSE P & P TOTALING ...

F.D.A. Catalogue (P & P 40p) ☐
Supplements (P & P 20p) ☐
'Sound of Music' Availability ☐
F.D.A. 8mm List (P & P 10p) ☐

NAME _____
ADDRESS _____

Registration No. 926978 Member of the K.R.S.

New BP films for an up-to-date picture of oil

SEA AREA FORTIES. An exciting new BP film showing how Britain's first North Sea Oil was won from the Forties Field. History of the Motor Car Part 4 - THE THIRTIES. The latest film in the outstanding BP series on the progress of the car. These are just two of more than 80 films on a wide variety of subjects which are available on loan from the BP Film Library to keep you up-to-date with the fastest-moving industry.

The BP Film Library,
15 Beaconsfield Road, London NW10 2LE
Telephone 01-451 1129

Please send me a copy of the free 1975/76 BP Film Catalogue.

Name _____

Address _____

CAMERA TALKS newsletter

31 NORTH ROW, LONDON W1R 2EN Tel. 01-493 2761

WAR ON HEAD LICE

War on Head Lice or Peace from Head Lice? You'll want "WAR ON HEAD LICE", a new filmstrip or slideset with cassette commentary from Camera Talks Ltd.

Please send me, on approval, one or return:

	SLIDES	STRIPS	STRIPS	STRIPS
325 War on Head Lice				
326 Insect Pests 1-2				
327 Clean Food				
328 Food from Germs				
329 Wild Fowl (Africa)				
330 Use of Lintex (Africa)				
331 Hand Care 1-2				
332 Hair Care				
333 Injuries in the Home				
334 Hazards of Smoking				
335 Spill the Hazard				
336 Life & Lovers 1-2				
337 Prevention of Cancer 1-3				
338 Pollution				

Name _____ Position _____

Address _____

Telephone No. _____ Date _____

The Scottish Central Film Library

offers the most comprehensive film hire service in the United Kingdom. Over 7000 titles, chiefly in the educational, industrial and film culture fields. We act as agents for all other major sources of films and also as distributor for:

- THE HIGHER EDUCATION FILM LIBRARY
- THE ROYAL ANTHROPOLOGICAL INSTITUTE FILM LIBRARY
- THE INSTITUTE OF METALLURGISTS
- THE CENTRAL OFFICE OF INFORMATION and many others.

Write for full details:

THE SCOTTISH CENTRAL FILM LIBRARY
16 Woodside Terrace, Glasgow G3 7XN
Telephone 041-332 9988

The Scottish Central Film Library is a Division of The Scottish Council for Educational Technology.

continued from page 47

then by any other method. It is, therefore, necessary to exploit all those qualities of the film which can give it an advantage over other forms of historical illustration.

It is deplorable that in spite of that firm recommendation in 1937, very little has been done regarding research into the use of films for history teaching in schools since the pioneer work of Dr. Conant. There is a serious need for a Schools Film Council, comparable to the British Universities Film Council, which would be responsible for the kind of research mentioned above and also be responsible for selecting and distributing extracts from feature films which could be used for teaching purposes in the classroom. This was a battle fought and won some 25 years ago by teachers of screen education ("film appreciation" to the uninitiated). There is no sound reason why that struggle should not now be extended in terms of other curricular subjects.

One outstanding job which could be undertaken by such a council is

the compilation of a comprehensive index of all films likely to be of use to the classroom teacher with annotations regarding their suitability, their validity for teaching purposes and where they may be obtained. For the history teacher in particular this would prove a positive boon for his films are still few and far between compared to those for his geography colleagues.

A. J. P. Taylor recently ran a course on the Second World War and worked closely with Thorold Dickinson, of the Slade, who showed films relevant to Taylor's lectures. A. J. P. Taylor claimed that the films transformed the course and resulted in the most effective and stimulating seminars he has ever known.

"The films," he said, "raised points sufficiently provocatively for the students to become engaged in these problems. They were not intended as entertainment. They were part of a general teaching programme. Surely that should be by now the standard view of all history teachers."

Choice and follow-up

Teachers must value the films they show. By M. Chamberlain of Bicester High School

If students are asked what sort of films they enjoy they will often say: up-to-date, colour and in English. This has little bearing on the choice of films for them, but is worth remembering to avoid an entire course of ancient, black and white, foreign films, a course which could well be even more disastrous than one of up-to-date, colour films in English (though it would, of course, be much less expensive).

The best procedure is for all the English teachers to make a list together of their favourite films, and then work out which are suitable. As with literature, the choice of films should be as sincere as possible; but other things must be taken into account. For example, I like a film by Paul Verhoeven, *War of the Worlds*, but I would not show it in school as part of the English course because the perversion depicted in the film (cannibalism and an extreme form of autism) would be so distracting to the student from the work as a whole, as well as stifling his own contribution while watching the film and later in original work.

There are other examples, perhaps many others, of films which the teacher values but considers unsuitable. It may be a controversial unsuitability, such as the metaphorical use of sexual or violent scenes (which students might take as mimetic and seek to imitate), or the film may be unsuitable in ways which are not controversial: requiring historical knowledge to appreciate; requiring knowledge of other films; requiring knowledge of literature. Teachers must exercise some judgement as to the suitability of films they show, sometimes moral judgement, but suitability is a secondary matter: the teacher must himself value the film.

It is unsettling to discover that films which one values are sometimes unsuitable, and necessary to inquire why. One adjusts the film list. It is exciting to discover that some films which one has valued are unsuitable because they are not good. One learns, it is alarming to discover that films one no longer values are greatly appreciated by students and other teachers. One grows older.

As well as this sort of care in the choice of individual films, the course as a whole should be planned. The films should not be like Marx Brothers, nor all Hitchcock, nor all Chaplin, nor all allegorical heavy, nor all grey social predicament fictions. A list that included one of each would be better: *Duck Soup*, *North by North West*, *Easy Street* and *Pawn Shop*. *The Cranes are Flying*, *The Seventh Seal*, *Cathy Come Home*, to give examples of each.

The follow-up work starts with discussion about the film and other matters that arise when people talk about the films they have seen: other films, books, television programmes, their own experiences, views on political and social questions, the discussion about the film to be set is talked about, and is planned. If it has been a good discussion, the assignments that have

National Young People's Film Festival

1976 "LET'S MAKE A FILM" FESTIVAL

This Festival will be on 18th October at THE NATIONAL FILM THEATRE. It is designed to encourage children to use this media creatively by making films themselves using their own ideas and production methods.

Closing date for applications is March 1976.

London Co-op Education Department
"Film Festival", 129 Seven Sisters Rd
London N7 7QG
Tel: 01-283 1127

Our NEW FILMSTRIPS

- Include
- THE INDUSTRIAL REVOLUTION
- Part 1 Iron, coal and steam
- Part 2 Transport
- Part 3 Textiles
- OUR ARCHITECTURAL HERITAGE
- BUILDING A HOUSE
- GERBILS
- £2.70 each. Sound cassette £2.80
- Series on
- THE ENVIRONMENT
- SOCIAL GEOGRAPHY
- WORLD RESOURCES
- NATURE STUDY, etc.

Speciality taken photographs - not drawings or old illustrations. 20 pp Catalogue on request from:

HUGH BADDELEY PRODUCTIONS
87 Mollate Lane, Brookmans Park, Hatfield, Herts. AL9 7HP

16mm USERS

DON'T MISS THIS NEW CATALOGUE OF FREE LOANS FILM

Just Published

Price 45p (post free)

DETAILS A WIDE RANGE OF FILMS SPONSORED BY DOZENS OF DIFFERENT COMPANIES AND ORGANISATIONS

GOLDEN FILMS

Stewart House, 23 Francis Road, Windsor, Berks SL4 3AF

Please send me by return post 1976 16mm Film Library Catalogue

Name _____

Address _____

Cheque _____ Stamp/PO _____

Did you know we produce film suitable for schools?

CRSPB

Migration, garden birds, Night and many other topics - all in colour and sound. Educational back-up with visual aids, teaching notes, tapes, centres, lecture service for teachers and students.

Send S.A.E. to Education Department, Royal Society for the Protection of Birds, The Lodge, Sandy, Bedfordshire SG19 2DL

SECONDARY Deputy Headships continued from page 40

SUFFOLK COUNTY COUNCIL

HUNTINGDON SCHOOL (Number on roll 664; 14 to 18)

Mr. C. W. J. Franklin

Required for April or September 1976. The post holder will be responsible for the day-to-day running of the school and will be expected to contribute to the development of the school's educational and extra-curricular activities.

Applicants should send a curriculum vitae, references and a copy of their application form to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

Closing date for applications is 15th March 1976.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

For further particulars apply to the Headmaster, Huntingdon School, Huntingdon, Cambs. PE18 6AT.

CALDERDALE (Metropolitan Borough of)

HOUGHTON SCHOOL (Number on roll 147; 11 to 18)

Mr. J. H. Houghton

Required for April or September 1976. The post holder will be responsible for the day-to-day running of the school and will be expected to contribute to the development of the school's educational and extra-curricular activities.

Applicants should send a curriculum vitae, references and a copy of their application form to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

Closing date for applications is 15th March 1976.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Calderdale, Wetherby, W. Yorks. WF8 3JL.

HILLINGDON (Metropolitan Borough of)

HOUGHTON SCHOOL (Number on roll 147; 11 to 18)

Mr. J. H. Houghton

Required for April or September 1976. The post holder will be responsible for the day-to-day running of the school and will be expected to contribute to the development of the school's educational and extra-curricular activities.

Applicants should send a curriculum vitae, references and a copy of their application form to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

Closing date for applications is 15th March 1976.

For further particulars apply to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

For further particulars apply to the Headmaster, Houghton School, Houghton, Hillingdon, W. Yorks. WF8 3JL.

CRAY

[illegible][illegible][illegible]

to the Department of Education. The Department is now reviewing the proposal and will make a decision on whether to approve the program. The program is expected to be implemented in the fall of 1990.

[illegible]

tails, age, qualification, experience) and names and addresses of two educational referees to the Headmaster at the school, Torrington Road, Coventry CV1 2HA.

He is a graduate from the
Education Officer, Education Of-
ficer, School, Skipton, to who
they should be returned not la-
ter than 5th February, 1970.

Applications by letter, to
Warden by end February.

...the-
...the school, giving details of un-
...P. J. Lee, Director of Education

A decorative horizontal line with a repeating wavy or scalloped pattern, consisting of several connected semi-circular shapes.

Somerset

Somerset Education and Cultural Services Committee

Senior Careers Officer - Yeovil

A Senior Careers Officer is required for the Yeovil Area Careers Office. The salary will be in accordance with Grade AP 4/5 (£3,368-£4,085).

The successful candidate will be deputy to the Area Careers Officer and will deal mainly with older pupils and college students. Applications are invited from appropriately qualified candidates who should have previous experience in the Careers Service.

Application forms and further details are available from the Chief Education Officer (Staffing N/T), County Hall, Taunton, to whom they should be returned by 6th February, 1976.

ROYAL COUNTY OF BERKSHIRE

ADVISER WITH SPECIAL RESPONSIBILITY FOR MUSIC

£5,670-£6,390 Soulbury Points 22-26
(Subject to review)

Applications are invited from candidates with substantial experience in schools and/or teacher education. The successful candidate will join one of the three area teams and take responsibility for the continued development of music education over the whole county. Lodging allowance and assistance with removal expenses.

Application forms and further particulars are available from The Director of Education, 80 Kings Road, Reading RG1 3EX.

Closing date: 18th February 1976.

LANCASHIRE EDUCATION COMMITTEE

District Youth Officer

DISTRICT 7 (SOUTH RIBBLE)
Re-advertisement

Salary: Soulbury Main Range Points 8-12 (£3,495-£4,059) (Current Salary Scale under review)

Applications are invited for the post of District Youth Officer from persons with qualification and experience in the Youth Service. The District Youth Officer is responsible for the development of youth work in the District, for the co-ordination of the full-time youth workers, liaison with voluntary youth organizations and assistance with training programmes.

Car allowance and subsistence payable.

Application forms and further particulars of the post are available from the Chief Education Officer, Education Department, County Hall, Preston, PR1 8RJ, to whom completed applications should be returned by 10th February, 1976, quoting reference A.329/10/JAG.

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT
MEDWAY DIVISION

Education Welfare Officer

£2,364-£3,009 or to £3,368 with relevant qualifications or experience.

Driving licence essential.

Car allowance available.

Apply in writing stating age, qualifications, experience and naming two referees to the Divisional Education Officer, Port Hill House, New Road, Rochester ME1 1DU.

Closing date 2nd February 1976.

CAREERS OFFICER

Post E411

£2,922 - £3,702 per annum

Required to join a team of Careers Officers working from the Western Area Education Office in Bury St Edmunds. The successful applicant shall undertake the full range of a Career's Officer's duties.

Generous resettlement allowance available.

Further details and application forms, s.a.e. (returnable as soon as possible) from the County Education Officer, Education Department, Grimwade Street, Ipswich IP4 1LH (Tel. Ipswich 55801, ext. 348).

Suffolk County Council

County of Cleveland

EDUCATION DEPARTMENT

ASSISTANT SENIOR CAREERS OFFICER

£4,239-£4,545

Applications are invited from suitably qualified and experienced Careers Officers for the above appointment. The person appointed will act as Deputy to the Senior Careers Officer in charge of the West District of the Careers Service (Stockton, Thornaby and Billingham areas). The post is based at the Stockton Careers Office (new purpose-built premises will be occupied in the Summer, 1976). Essential: senior allowance is payable. In approved cases, financial assistance with household removal expenses will be available. Temporary housing accommodation for married couples may be available in approved cases within the County area.

Application forms are available from The County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 5BN, to whom completed forms should be returned by 2nd February, 1976.

Cheshire

Careers Officer

£2127 - £3282

Congleton

Required to work as a member of a team undertaking the full range of vocational guidance duties. A degree, diploma in social science or vocational guidance will be an advantage.

For an application form and further particulars please send a foolscap s.a.e. to the Director of Education, Cheshire County Council, County Hall, Chester CH1 1SQ.

Closing date February 6.

CITY OF SHEFFIELD

Education Department

Careers Advisory Service

CAREERS OFFICER

(Re-advertisement)

£3,825-£4,095

A Challenging Job

Because of the volume of unemployment, we are in a position to offer a specialist post of Careers Officer to help unemployed young people.

We are looking for someone with a real understanding of employer's perceptions and problems at a time of recession with, at the same time, and of equal importance, the ability to establish contacts with unemployed young people. This is a job of exceptional challenge and interest, likely to last until March 1977.

Applicants must be qualified officers preferably with some industrial or similar experience. Candidates with other backgrounds will be considered, however.

Application forms and further details may be obtained from the Chief Education Officer (quoting ref. ST/P/AF), P.O. Box 47, Lower Street, Sheffield S1 1RA. Completed applications should be returned within 14 days of the appearance of this advertisement. Previous applications will be reconsidered if applicants will sign in and confirm that they wish this action to be taken.

ESSEX COUNTY COUNCIL

EDUCATION DEPARTMENT

North West Essex Area

Chief Assistant

to the Area Education Officer

PO1 (B) £4,992-£5,577

Previous experience in education administration essential.

Generous resettlement allowances payable in approved cases.

Application forms and further details from the County Education Officer (G), P.O. Box 47, Thoresen House, Market Road, Chelmsford, CM1 1LD, to be returned within two weeks of the appearance of this advertisement.

THE SPASTICS SOCIETY

CAREERS OFFICER

To be the Midlands Area representative of a small but active society in vocational assessment and advice to spastic school leavers and job placement of adult spastics.

This post will be based at Birmingham and will involve extensive travelling throughout the Midlands.

The work involves counselling, further education, training, training centres and local authorities, and taking part in residential, five-day assessment courses. Career advice social work, or teaching experience would be particularly relevant.

Applicants should be qualified officers with a degree or diploma in social science or vocational guidance, or a similar qualification.

Application forms and further details are available from The County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 5BN, to whom completed forms should be returned by 2nd February, 1976.

DEVON COUNTY EDUCATION

Applications are invited from suitably qualified and experienced persons for the post of SENIOR CAREERS OFFICER in the Youth Service. The District Youth Officer is responsible for the development of youth work in the District, for the co-ordination of the full-time youth workers, liaison with voluntary youth organizations and assistance with training programmes.

Car allowance and subsistence payable.

Application forms and further particulars of the post are available from the Chief Education Officer, Education Department, County Hall, Preston, PR1 8RJ, to whom completed applications should be returned by 10th February, 1976, quoting reference A.329/10/JAG.

Royal County of Berkshire

PRINCIPAL PSYCHIATRIC SOCIAL WORKER

£4239 to £4545 p.a.

Required to lead a team of 15 full and part-time Psychiatric Social Workers employed in the Child Guidance Service in the County and based at Clinics in Newbury, Reading, Maidenhead, Slough and Bracknell. The work involves close collaboration with Psychiatrists and Educational Psychologists.

Further details and application forms from: Director of Education (SPM), Kennet House, 80/82 Kings Road, Reading RG1 3EX.

Closing date: 18th February, 1976.

Metropolitan Borough of Solihull

Educational Psychologist

(Post No. C976J)

A post in an established team within the Schools Psychological Service. Candidates should possess an honours degree in psychology (or equivalent), teaching experience and post graduate training.

The salary will be on Soulbury Range for Psychologists at present under review. Essential user car allowance. 100 per cent household removal expenses. Grant of up to £300 towards expenses incurred in purchase and sale of housing accommodation. Council housing may be available.

Further particulars and forms of application from Director of Education, P.O. Box 20, Council House, Solihull, West Midlands (tel. 021-705 6785, Ext. 306), Closing date 6th February, 1976.

THE ASSOCIATED EXAMINING BOARD

For the General Certificate of Education (GCE) and the Certificate of Secondary Education (CSE).

The Board is now accepting applications for the following posts:

(1) ASSISTANT EXAMINER IN ENGLISH LITERATURE AND CIVILIZATION, ADVANCED LEVEL, for 1976.

(2) ASSISTANT EXAMINER IN ENGLISH LITERATURE AND CIVILIZATION, ADVANCED LEVEL, for 1976.

(3) ASSISTANT EXAMINER IN ENGLISH LITERATURE AND CIVILIZATION, ADVANCED LEVEL, for 1976.

(4) ASSISTANT EXAMINER IN ENGLISH LITERATURE AND CIVILIZATION, ADVANCED LEVEL, for 1976.

Applications for all the above posts should be sent to the Secretary, The Associated Examining Board, 15, Bedford Square, London WC1R 4EJ, by 15th February 1976.

THE ASSOCIATED EXAMINING BOARD

For the General Certificate of Education (GCE) and the Certificate of Secondary Education (CSE).

The Board is now accepting applications for the following posts:

(1) ASSISTANT EXAMINER IN ENGLISH LITERATURE AND CIVILIZATION, ADVANCED LEVEL, for 1976.

(2) ASSISTANT EXAMINER IN ENGLISH LITERATURE AND CIVILIZATION, ADVANCED LEVEL, for 1976.

(3) ASSISTANT EXAMINER IN ENGLISH LITERATURE AND CIVILIZATION, ADVANCED LEVEL, for 1976.

(4) ASSISTANT EXAMINER IN ENGLISH LITERATURE AND CIVILIZATION, ADVANCED LEVEL, for 1976.

Applications for all the above posts should be sent to the Secretary, The Associated Examining Board, 15, Bedford Square, London WC1R 4EJ, by 15th February 1976.

Cambridge City Council

AMENITIES AND RECREATION

PLAYLEADER-ROBNEY PLAY SITE

A suitably experienced dedicated individual with proven ability in the field of play leadership is required for the above post in a new play site in the Robney area of Cambridge. The successful candidate will be responsible for the organization and direction of the play site, and in addition will serve as a play leader in the Robney area.

Professional experience in play leadership is essential. Experience in the field of play leadership in both Robney and elsewhere.

Further particulars and application forms for the above post are available from the Personnel Officer, Robney Play Site, 10, Robney Road, Cambridge CB2 3RQ. Closing date 6th February 1976.

A FUTURE IN EDUCATIONAL PUBLISHING

WANTED: EDITOR FOR HOLLIS MEDICAL LIMITED

One of Britain's leading educational publishers requires a person with a background in education to edit a new journal for the middle school and lower secondary school age group. The successful candidate will be responsible for the selection and editing of material for the journal, and will also be responsible for the organization and direction of the journal's production.

Applicants should be experienced editors with a background in education, and should have a good knowledge of the middle school and lower secondary school age group. They should also have a good knowledge of the publishing process, and should be able to work under pressure.

Further details and application forms are available from the Personnel Officer, Hollis Medical Limited, 10, Robney Road, Cambridge CB2 3RQ. Closing date 6th February 1976.

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

GENERAL INSPECTOR OF EDUCATION

(With special responsibility for Home Economics)

£5,850-£6,570 (Salary-Soulbury Scales which are at present under review)

The successful candidate, who must possess specialist qualifications in Home Economics, will be responsible for general work with schools in an area of the County and for the development of their subject in all County schools.

Assistance with removal expenses etc. is given in approved cases.

Further particulars and application form from W. H. Pelly, County Education Officer (Ref. G/7ES), Springfield, Maidstone ME14 2LJ. Closing date 18th February.

Waltham Forest

Administrative Section Head

Salary £4,188 p.a. inclusive.

Our Education Department is looking for an experienced person to take control of the Administration of the Further Education Section, with direct responsibility for: Clerkship of the Further Education and Libraries Committee.

The Waltham Forest College Governing Body; and the Joint Education Committee of the North East London Polytechnic.

Major and Minor Scholarship Awards.

Further Education Recruitment.

and to advise the Senior Education Officer for Further Education on Administrative matters affecting the Adult Education Service and the Youth and Community Service. The preparation of financial estimates for, and the development and oversight of budgetary control systems within the Section, will form part of the responsibilities. Required, in some evening meetings is the attendance, for which overtime payment is made. Experience within a Further Education Section of an Education Department would be advantageous, and experience of committees work at a responsible level is essential. The Council offers, in approved cases: temporary housing accommodation; legal costs up to £400; Disturbance Allowance of £100; 100% removal expenses and a temporary lodging allowance of £12 per week.

Previous applicants need not re-apply.

Application forms and further details are obtainable from the Personnel Officer, Town Hall, Waltham-stow, London, E17.

Closing date 8th February, 1976. Ref: G.438.

MULBERRY BUSH SCHOOL,

STANLAKE, OXON.

Headmaster: JOHN ARMSTRONG, M.A.

Therapeutic Adviser: CHRISTOPHER REEVES, M.A., M.B.P.S.

DEPUTY HEAD

Applications are invited from well qualified and experienced teachers, social workers (Child Care) and psychologists for this important post. Salary will be based on the applicable nationally agreed scale. A 3-bedroom house is available in the village.

SENIOR SOCIAL WORKER (Child Care)

Well qualified Men and Women of high calibre are invited to apply for this post. In addition to normal duties the successful applicant will be expected to undertake supervision of students and young staff. Salary will be based on N.J.O. Senior Grade. Married or single accommodation is available on or off the premises.

This is a purpose-built residential school for 60 disturbed boys and girls of primary school age. Our children, all of at least average intelligence, have been selected by us as being in need of primary education in a structured therapeutic environment. The professional staff of 14 are able to work intensively and are a team towards meeting this need. There are five weekly staff meetings and conferences and members have individual weekly consultations with our therapeutic adviser, Barbara Dockar-Drysdale is now a member of our Committee of Management.

PLEASE WRITE FULLY TO THE HEADMASTER

